

‘Working Through Change: An insider’s
analysis of FE teachers and tutors lived
experience in a time of initiative overload.’

A Thesis Submitted for the Degree of
Doctor of Education.

by
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Acknowledgements and Dedication.

I have been privileged to work with interesting and resilient people who gave of their time generously and this research could never have been accomplished without them.

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I also need to thank my children who often acted as proof readers, were always supportive and left me alone just long enough to get the work done.

I dedicate this work to all those who either work or have worked or studied in Further Education (FE.)

Abstract.

This is an investigation by a participant researcher into the 'hidden world' of Further Education (FE). I became interested in how the many innovations, which have occurred in the past twenty years have made FE staff feel and how this effected their work and how they coped with what often felt like the conflicting demands of constant change. This is longitudinal insider research with a political edge as it is an examination of one of New Labour's major inclusion strategies, as it covers almost all of the twelve years they were in power. Over this period I have seen staff concerns change, as have their 'folk devils,' and as lecturers and support staff went through different 'moral panics' during a period of massive change and uncertainty in the post compulsory sector.

The original grounded theory type emergent categories and my own personal ontology lead me to adopt the position of a 'critical realist' where I have also attempted to incorporate a Feminist stance with some insights from sociological theorists like Bourdieu.

Through the Literature Review I looked at the wider social and political issues of 'new managerialism,' 'globalisation,' 'proletarianisation,' 'intensification of labour', the 'audit culture' and the casualisation and 'deprofessionalisation' of academic staff. These and other issues had emerged as possible reasons for the way staff said they felt in my interviews with tutors and my long term participant observations in three colleges and the results from one local stress survey and one national questionnaire of college managers.

My conclusions are that many staff who choose to stay in FE are to a degree alienated but not anomic, they still believe in their role despite the changes and take pride and pleasure in their work, especially their interaction with students. The work place and division of labour are gendered both vertically and horizontally. Staff and trainers are unsure of the effectiveness of the new training but recognise that they

need more skills to deal with the newer student groups. The different cultural capital, 'habitus' and 'fields' work against a common professionalism developing and these are unlikely to disappear.

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Chapter 1. Introduction, Rationale and Context for the Research.

1.1. Introduction and Rationale.

The research topic was prompted by the 'staff room talk' (discourses) of colleagues about their work and issues of inclusion and widening participation, especially with students who exhibited either, emotional and behavioural difficulties or other mental health related problems. I was frequently shocked by things staff said and their expressed feelings of being unable to cope, disempowered and inadequately trained. They often seemed overwhelmed by over-work, the constant changes and the conflicting demands of the various stakeholders. An alternative possible title could have been 'I'm not trained to do this,' which came from these naturalistic conversations and later appeared in almost all interviews and some of the questionnaire replies. I wondered what role their 'habitus' and 'fields' played in this situation and if they were subject to 'symbolic violence'. I deal with the insights of sociologists like Bourdieu (1998) etc. in Chapter 5, where I discuss them in relation to my findings. I have included as Appendix A the operational definitions of these concepts and some lesser known acronyms.

I became very aware of the added pressures on staff as a result of changes in management attitude, longer working hours, larger class sizes, new curricula and the challenging behaviour of some students. During this time (the past twelve years) inspection frameworks have come and gone, as have funding bodies and curricula and qualifications for both students and staff.

The early comments and interview responses from staff were making me more and more concerned for their stress levels and emotional well-being. As a middle manager I had responsibility for staff managing the tutorial and support functions and it seemed to me that their level of disempowerment and frustration was harmful to them and the students they were supposed to support. The kinds of questions I asked were: How had change impacted

on the tutorial role? How could tutors best be supported in order to support others? What were their training needs given these various changes?

I decided to investigate the situation further. Twelve years and numerous changes later this is the result.

In the literature review I have also dealt with the more social and political aspects of change in late modern Britain such as: 'globalisation,' 'new managerialism,' the 'audit culture', intensification and 'proletarianisation' of labour, which effected my colleagues. As these offer explanations for the possible alienation (Bulmer ,1967) and anomie (Durkheim,1973) of the staff. (The literature review was created as the Institutional Focussed Study and is included here to provide a context and back-drop for my primary research.)

Stress, 'new managerialism,' the audited and inspected nature of their work and the rapidity of change were also important issues which made having to deal with a wider range of students with more issues more problematic. The world of F.E. colleges or Learning and Skills, has moved from being largely 'voluntarist' to being highly prescriptive and centrally controlled, at least as far as funding and targets are concerned. My research showed that they had a much wider range of concerns than I had at first appreciated. Many of these are also evident in the material created by others which I later explore.

1.1.1. Research Objectives.

My main research objectives changed over time as would be expected with any grounded theory research project. They moved from an early central concern with students to a concern with staff and their welfare. I hoped to lay bare the internal workings of an FE college with the perceptions discourse, and life -world of staff as the object of my research. My central aim remained the desire to shed light on a fairly hidden area and try to resolve the dilemma of inclusion v. targets. As time progressed change became a more obvious factor in all our lives.

By the end I had been able to do work in three different colleges. Although none were chosen for their typicality as an insider researcher they were by definition my workplaces and dependent on my getting a post, and so were opportunistic: they turned out to cover a good range of FE college types and judging by the literature and conversations at national conferences they were in many ways typical of the range of FE institutions which exist and the concerns staff expressed in other colleges.

I have also tried to resolve my own personal epistemological and ontological issues of keeping the validity which comes from the use of interpretive methods while also being able to make claims of scientificity which are more associated with the positivist paradigm. I also wanted to apply the insights of sociological theorists to the situation in FE.

1. 2. The Context for Case Study One. (1997-2001).

Case study one, which for ethical and legal reasons I will call South Country College, was a medium sized general FE college, in a small town in the South of England. It would be describes a generalist college with four main faculties and around 5,000 full time students (mainly 16-19 year olds from the area on vocational courses) and an equal number of part time ones (manly mature students on vocational courses). This was a period of change within the curricula of the two faculties I worked with, as new National Vocational Qualifications (N.V.Qs) were coming on-line in areas like counselling and child care but were already well established in hairdressing. Most courses were vocational and most staff and students were female. The case study sample covered about half the college as boundaries changed as a result of reorganisations. These contrasted sharply with for example the engineering and technology faculty where almost all students and staff were/are male, where only the senior managers would be graduates with most staff having level 3 qualifications. I did manage to interview a range of staff from all the faculties but most of my observations were limited to the two I worked in. All faculties had a male head of

department but predominantly female middle management and the two I investigate had mainly female teaching staff with a growing number of part timers all of whom were female. The college did not at that time use agency staff but does now. Whilst class and gender were clearly issues in this setting, as is suggested by most researchers in the field, ethnicity was largely invisible, as it is in the literature. The largest ethnic minority living in the area were then Travellers and a small number did come on college courses with us, mainly in areas like motor vehicle engineering or child care. As time went on more and more people from Eastern Europe and asylum seekers joined E.A.L. classes but the staff in the area like all the others in the college and indeed the town were almost totally white.

The main participant observation work was carried out between 1997 and 2000 but one of the key informants keeps me in contact with some of the staff and informs me of any key changes.

1. 3. The Context for Case Study Two.

Part way through the research I was made redundant and so changed jobs. I found myself in a very good place to research staff from a variety of settings but I found that I had little access to research ordinary students other than those I taught on two access to teaching courses. This new post also gave me greater insight into the broader training needs of F. E. staff and so changed the direction of the research as my work changed. Most of the participant observation and interviewing was carried out between 2000 and 2003 but one of the key informants keeps me abreast of any changes there and I am still in contact with several of my informants.

In complete contrast, Urban College was a very large (over 12,000 students) mixed economy college (i.e. F.E. and H.E.) in a London borough with a very mixed ethnic intake and some ethnic minority staff. OFSTED (2009) recently gave the college a '1' for its equality rating describing it as outstanding and saying that over 55% of the students are from a wide

variety of ethnic minorities. The college was/is divided into two main parts with a large F.E. building on one site and nearby a smaller H.E. building within walking distance of the main college. I worked in the Continuing Professional Development Section which was located in the H.E. block but serviced the whole college, as well as many other institutions like F.E. colleges, local hospitals, police, the Adult Education Service and private adult education providers. This gave me access to a wide variety of new and semi and untrained lecturers or trainers from our Initial Teacher Training (I.T.T), (over 200 students at any given time) and a small number of students on our B.A. and M.A. Education courses, who were also local PCET teachers or trainers. The teaching staff consisted of four full time and six part time women, all white and with a median age in the fifties and one male CPD trainer/manager. All were well qualified and had teaching experience but none had completed an educational research doctorate or done research in FE.

Again I was able to observe at cross college staff meetings, staff development sessions and union meetings etc. My main research respondents were my fellow staff who taught on the PCET teaching courses and the education degrees but I was also able to interview and observe the part time trainee teachers who we taught, who were themselves FE or AE teachers.

1.4. The Context for College 3.

I have for the past seven years been working in a small HE centre based in a larger FE college and so have had daily contact with both HE and FE staff. The Observation and interviews carried out between 2002 and 2009. This FE. college itself is a medium sized (about 7,000 students in all) one with (according to OFSTED; 2006) some problems with maintaining quality in several areas. I will call it South Town College. It serves a wide area in the South East of England with several centres, the main one of which is in

a town with a large Asian and Eastern European population and areas of multiple deprivation RC and canteen with the FE staff and was invited to their TU meetings. The centre where I worked was a small one with permanent provision for Hairdressing , Art and Design, Health and Social Care, SLDD, and short courses as well as other temporary uses when the main site was over capacity. The staff were mainly female with two male and about fifteen female ones.

In addition to these observations I also kept in regular contact with the elite or key informants who were all people with long term experience of FE and by this stage most were in cross college positions in their own institutions and as such in regular contact with a wide range of staff from different subject and fields. They were from four different colleges, (one from each of the three above case studies plus one other from a neighbouring college). They have been interviewed three times over the period of the study to gauge any significant changes in for example their experiences of staff morale and management behaviour or attitude or inspection regime.

n and social problems not unlike those experienced in Urban College. My role in Case Study three's context was somewhat different than the other two as I was not a member of staff of the FE college but a member of a partner HE institutions staff and running a centre within a FE college. This meant that I had an insider/ outsider position as most members of staff seemed to treat me as a colleague and often expressed surprise that I was not working for their college. Most were only in the centre on a part time basis as they either also worked on other sites or were just part time staff. I interacted on a daily basis with FE staff and when working in the University interacted with HE staff and so was able to observe the cultural differences. I shared a common room, LRC and refectory etc.

1.5. Outline of the thesis.

I have divided this thesis into various chapters: after the introduction I have included the Literature Review, (which also serves as the I.F.S.) This is followed by a discussion of my epistemological and methodological position, which is, in turn followed by discussion of the actual research methods I used. I then discuss the findings and finish with a discussion of the results, conclusions and some recommendations for moving forward. The various appendixes exist to give extra information but the main thesis can stand alone.

Chapter 2. The Literature Review. (I. F.S.)

2.1. The Introduction and Rationale..

I wrote the literature review as the I. F. S. as it provides the backdrop for the political and social context of the empirical research in the case study colleges in the South of England, over the past twelve years and I hope it will help to explain why staff felt the way they did. It has enabled me to make sense of what at times seemed like a blizzard of data and was doubly confusing as it was living research (McNiff, 2006). This secondary data has allowed me some distance to make sense and see the bigger picture and given me the space to think rather than just feel and react. It has given me a vocabulary to express what I knew was happening but like the people I worked with, had no concepts for. It was part of our living theory but hard to verbalise. There was very little research available on FE back in 1997 when I began the work. It is not for nothing that writers and politicians referred to F. E. as the 'Cinderella' or 'hidden sector.' (Field, 2002., Lucas, 2004., Robson, 2005).

I agree with Walker (1985) who makes the point that:

In many 'real world' studies, it can be argued that the research literature, and the discipline, provide a background resource rather than the essential starting point for research designs. This change of view is important because of the change in power relationship between investigator and practitioner that it suggests. (Walker, 1985, p13).

Chronologically much of the material in the Literature Review came after my own experience in the field and many of the interviews, the questionnaires and thus many 'emergent categories.' Most articles and books which I have used being post 2000 and my early rounds of research beginning in 1997. There has been a new level of interest in FE as it became generally more visible and central to the New Labour inclusion mission. This is different from many theses, which are

Literature Review led, while mine is based on examining, the Grounded Theory generated, emergent categories. My aim is that this thesis is Literature informed as I began by discovering the grounded emergent categories and then compared my findings with those who researched in other settings. The theory that best fits these for me is a materialist feminist critique but using some of the concepts developed by sociologists like Bourdieu.

Having spent over 30 years working with or alongside FE lecturers and the past 12 years researching their lived experiences I have decided to concentrate this thesis on 16 emergent categories which have arisen from the lived experience, field notes, observations, interviews and questionnaires. These categories emerged in most if not all the interviews and staff room talk on a regular basis. They are of course all interrelated and part of their lived experience but have been separated out by me in order to work with them.

These issues which emerged from casual staffroom conversation, the interviews and the stress questionnaire were:

- a) Problems with management's style : In the literature this would be termed 'New Managerialism.'
- b) Concerns about inspection or paper work required. In the literature this is termed the 'audit state' or 'performativity.'
- c) New contracts or increased working hours. In the literature this is called 'intensification of labour.'
- d) Stress or excessive tiredness.
- e) Feelings of being undervalued, this could be termed 'deprofessionalisation' or 'proletarianisation'.
- f) Perceived problems with traditional students.
- g) Perceived problems with the 'new ones.'
- h) Problems with other staff.

- i) Problems with college systems.
- j) Concerns about the curriculum either how to teach it or its relevance for the students.
- k) Personal health problems.
- l) Fear of redundancy.
- m) They felt that they were not properly trained for their post or new responsibilities or the new student intake i.e. 'disempowerment.'
- n) Wanted to change jobs or retire (leave teaching).
- o) Deep commitment to students or being student centred.
- p) Having been threatened or hurt by students.

When interrogating the journal articles and books for the Literature Review I bore the following themes in mind:

- Professionalism / deprofessionalism / reprofessionalism. Dual professionalism?
- Change and government directives.
- Managerialism v. student centred practice and tradition.
- Stress and anxiety. Job Insecurity, 'casualisation' and powerlessness.
- Widening participation and students.
- Feelings and 'habitus.'
- Initial Teacher Training needs and CPD.

There is no one to one correspondence between the emergent categories and the concepts used by the prominent theorists and other published researchers. For example, only three or four of my respondents mentioned 'globalisation,' mainly the union activists and social science lecturers. Other constructs like gender and class were

more frequently mentioned, in fact most mentioned being a woman or the 'feminisation of lecturing' in their interviews.

All the ideas and concepts covered here seemed to me to help explain the way my colleagues said they felt even if they did not use the actual terminology that the writers have used.

Due to word limit constraints I have decided to deal in this chapter with the growing material on FE as such. I cover the broader more theoretical insights from sociologist like Bourdieu and Cohen etc. and Feminist writers in Chapter 5, as few of them actually ever wrote about FE. and so I have had to adapt their ideas to make them useful.

I begin by dealing with an overview of the social and political issues to do with globalisation and its effects on the welfare state and public sector in post-modern Britain. The next section looks at why FE is so vulnerable to these new managerialist and governmental pressures. Next, I discuss the nature of teacher professionalism, initial teacher training and staff development issues in post compulsory education. I also look at the student population. In the next section I will take a critical look at the policy situation examining government and other official positions in the recent past. The final section examines how and why F.E. has had so little research interest and link this to the lack of a professional identity and self awareness of FE teachers. .

2.2. The Political and Social Context for England.

While FE colleges and the Learning and Skills Sector (as post-16 provision was then called) exist in all parts of the UK I have chosen to concentrate on English ones as they are the ones in which I work and therefore have greater access to and knowledge of. In the past twenty years the situation in colleges in other parts of the UK have changed and there are therefore some important differences between the

situation in which staff find themselves working. I do not have space here to discuss these post devolution changes. I continue to use the term FE rather than the newer Learning and Skills Sector (LSS) (2002 onwards) as most of the staff I speak to on a daily basis still use the older term and it serves to separate out FE colleges from Adult Education ones.

2.2.1. The Impact of Globalisation.

Many theorists (Wiseman 1998, Butler 2000, Bathmaker 2005,) argue that we now live in a quite different world order than we did thirty years ago and that this has at least in part caused the massive changes to our welfare state, the introduction of the 'audit culture' that now exists in many of our public services especially health and education and the spread of 'new managerialism,' 'performativity,' 'deprofessionalisation' and intensification of labour. This has been a long process but the changes were most marked during the Thatcherite era (Lucas 2000, Bathmaker 2005) but have not slowed noticeably since New Labour came to power twelve years ago.

Since the 1980s a global policy discourse surrounding education and training had been in evidence across the advanced industrial world, albeit, one that plays out differently across countries (see Ashton and Green 1996, Ball 1999, Crouch et. al., 1999, Green 1999). At its centre, lies the belief by some that we are witnessing a paradigm shift out of Fordism towards post-Fordism, high skill or knowledge-driven economy whereby investment in human capital and learning constitutes 'the key' to national competitiveness and social cohesion. (OECD, 1996, EC, 2000 cited in Lloyd and Payne, 2003). In the UK the New Labour government first elected in 1997 has endorsed this analysis and is committed to building a 'knowledge-driven economy.' (DTI 1998). Not every one agrees that we are in a post-Fordist position but the government seems to be acting as though we are. (Brown and

Lauder, 1996, Young 1998, Lloyd and Payne, 2003). High skill work is unlikely to be available for the majority of the work force in the foreseeable future and much of what is needed by employers is a literate docile workforce to work in shops and restaurants, which hardly constitutes a knowledge economy more a 'fast food' one.(ref) The influx of foreign labour and growing graduate unemployment have confirmed this. Research on the links between education and the economy continues to find that there are individual economic returns to education, i.e. higher wages (see OECD, 1998, Campbell, 2000) but that the benefits to companies and nations have been far more difficult to prove (Lloyd and Paine, 2003, p 91). This is especially so now with growing graduate and mass unemployment as a consequence of the world recession.

Increasing globalisation has driven successive governments to focus their attention on the future workforce and the assumed skills shortage and to create national strategies as part of a relentless campaign to improve standards in teaching and learning. This has lead to increasing levels of 'performativity' and auditing as well as constant change as they and teachers implement constant change while looking for the magic bullet or a one off solution, which will overcome exclusion and retrain workers to meet the needs of globalisation. The introduction of education to a 'quasi-marketplace' (Davies and Ellison, 1997 p- 20) or educational Darwinism (Thrupp and Willmott, 2003, p 38) has heightened competition between educational providers. The demand for high-level knowledge and skills in modern economies, though real, tends to be grossly exaggerated. As Sieminski (1993) put it:

it 'will only be sectors of core workers who will need opportunities to acquire new skills'; for the majority of workers, fairly basic competence-based VET (*Vocational Education and Training*) will suffice and will have 'more to do with maintaining social control and compliance' from 'those who will occupy an uncertain future being assigned to the periphery of the labour market' (ibid. pp.98-9).

Smyth (1991) argued that increasing globalisation has led successive governments to blaming schools (and colleges) for their decline in competitiveness: a crisis in confidence has been projected as a crisis in competence.

trying to kick schools and teachers into shape is not going to come to grips with the fundamental structural inequalities and injustices that are at the root of our economic demise. By proposing educational reforms that focus on teacher appraisal, what our political masters have created is alienation, demoralisation and fragmentation in schools. (Smyth, 1991, p. xii.)

These reforms are presented as 'natural', 'inevitable' and so 'above politics'. (James, 1996; p.127). This is consistent with the Foucauldian concept of 'governability' being about how to govern in the "name of truth," (Wright 1998:104) through the (new managerialist) organization and self regulating individuals, the ongoing supply of whom is assured through the school system ascription to enterprise education, with the new human capital model. (Butler, 2000, p. 333.)

2.2.2. New Managerialism and Professionalism in the Public Sector.

Some writers (e.g. Butler, 2000) think that there is something very masculine about the language and intent of 'new managerialism' and this doubly works against the mainly female workforces in education and health. It is in direct contradiction to the more feminine caring ethos that many workers say is the reason why they chose and remain in these sectors. It is economic and competitive and seems to many, to miss the whole point of the Welfare State. This 'new managerialism' could also be seen as a form of 'symbolic violence' against staff or as Acker and Dillabough put it 'symbolic domination' (2007).

Paradoxically, the organizational interpretation of knowledge/skill, management responsibility incorporates discursive practices of both modernist/industrial and new times, and so sustains the dichotomies between manual and mental labour, education and training; hard/high and soft/low skills. It is ironic that these enduring and persuasive features can still be identified in an institution that was designed specifically in response to globalisation, in times that are marked by diversity, difference and highly mobile and fluid global knowledge. practices inherent in this view of the world continue to privilege a masculinized Anglocentric one. (Butler, 2000, p.330).

Professionalism in general seems to be under threat as 'new managerialist' values take hold but some professions are I believe proving more vulnerable than others. I will argue that F.E. staff are at the sharp end of this assault on traditional educational and welfare values but that teaching and nursing are also under attack as described by Stonach et al (1999) and others like Davies, (1996), Day, (1997), Shane and Gleeson, (1999), Avis, (1999, 2003 and 2004), Groundwater and Sachs, (2002), and Hey and Bradford, (2004). Some of these writers discuss F.E. staff but many others are investigating the position of school teachers and some the situation in H.E. Some are writing about the conditions in Britain and others about the situation in Australia, Canada or New Zealand. There are strong similarities between sectors and between countries, which may at first sight have little in common. FE staff seem less able to protect themselves from this assault and it is effecting their working lives and their ability to do their job well and this needs to be investigated if they are to find a way of combating the problem.

The profession of educators along with the workers they educate(d), has been subjected to hostile work practices associated with new industrial relations and globalized management fads (Butler, 2000, p.335.).

Maguire (2005) argues that teaching has lost status over the past few decades as it was 'respectable' and 'better' than say nursing or policing in the past. She argues that it now enjoys parity of esteem with nursing and policing rather than the more male professions of medicine or law. The school version especially primary has always been a feminised division of labour and F.E. teaching is now much more feminised and as such may also have lost status during that transition. This feminisation may have a variety of causes but as Acker and Dillabough (2007) suggest it may be that women's numbers are allowed to increase as the job becomes less desirable and has lower pay and status than in the past. As Acker (1989) points out it is only a semi profession. (This point is contentious and is dealt with more fully elsewhere in this work). Some suggest that it is conflated with discussion of caring (Sachs and Blackmore, 1998) and discourses of mothering (Fischman, 2000). While this allows women more easily to imagine a future in teaching it does nothing for the project of professionalism.

Wright, (1979) regards teachers as occupying complex class positions; caught between the contradictory class locations of the bourgeoisie and the working class. In this construction, teachers are seen as simultaneously members of two classes; they are incorporated into the distribution and dissemination of dominant ideologies and are incorporated into a form of domination. But they play no part in deciding which ideologies are to be disseminated and are positioned as subordinate (oppressed) by the dominant group whose ideas they present in school (Maguire, 2005. p. 6).

As the public sector is becoming 'marketised' so the traditional values are being devalued and perverted to meet individualistic and economic ends, which many of the staff in these sectors find abhorrent. This in itself is causing stress and burnout, as staff say they feel their reasons for working and their whole *raison d'être* is being questioned. This process could be seen as an attempt at hegemony.

Recent work by Colley, James and Diment (2007) shows that it is a major cause for dedicated professionals leaving the profession to which they are very committed.

At a time of the suggested feminisation of FE Hey and Bradford (2004) say that.

Leonard (2000) locates new managerialism within: the practices and force of audit; success indicators; go getting ; and being where the action is...which entails a high profile entrepreneurial style of charismatic business leadership that is more associated with and available to the masculine subject (Hey and Bradford, 2004, p. 700).

As they also point out

There is no hiding place except to re-invest in the caring practices both essential for personal esteem and, whilst indispensable to the smooth running of the organisation receive no recognition whatsoever...The position of oppositional maverick is far less available to women who may be more inclined to take the 'exit' option to the voice one and leave the profession. (Hey and Bradford, 2004, p, 707).

This is especially true of the most dedicated and hard working as evidenced by Colley, James and Diment (2007), with their 'Unbecoming teachers,' who had to choose to either leave or compromise their values within the new hegemony.

2.2.3. The Extreme Vulnerability of Further Education.

Various theorist (e.g.Lucas 2004) have argued that FE and the staff working in it are a special case in terms of the level of vulnerability to the new changes, e.g. As Lucas (2004) points out:

The last decade has seen fundamental changes in the management, funding and make up of the learners in F.E., which is now part of what is referred to by policy makers as the Learning and Skills Sector. For those teaching in F.E. the amount of recent initiatives and upheavals can seem bewildering and seemingly contradictory. (Lucas, 2004, p vi.)

Examining cultural transformation in further education, Simkins and Lumby (2002) identify a number of pressures underpinning change, both 'government driven, such as competition, funding and inspection systems, and others, more permanent and widespread than those exerted by any temporary government,' (2002, p.93).

They draw attention to:

- Globalisation and the skills and attitudes needed by the economy.
- The need to provide more for less because of pressures on public funding.
- The need for colleges to provide higher -level skills training.
- The demand for wider inclusion of the population.
- Technological change.
- Erosion of professional control.

(Simkins and Lumby, 2002).

These are very similar to the emergent categories coming out of my interviews and observations and staff room discourse. There are of course many reasons why FE colleges and their staff are more vulnerable than most other professional groups to government and new managerialist interventions some of these are historical in nature. This history had left F.E. as a fragmented and what Lucas (2002) and others term 'voluntarist' sector. Please see Appendix B for a Short History of FE., which I helps to explain this point..

The L.S.S. and post compulsory education and training (P.C.E.T.) sector and its largest component and chief vehicle –

the further education (F.E.) sector –in particular, has arguably, witnessed more radical change and development over the last few decades than any other sphere of educational provision. (Hyland and Merrill, 2003; p. 4.)

Teachers in F. E. teach over 6 million learners in England each year and yet are still largely ignored by the research establishment. The historical background is very important as it illustrates the 'benign neglect' of the sector and all previous government interventions, which often made little difference to vocational education and training in this country (Lucas, 2000). It is this heritage, which has lead to the 'voluntarist' and fragmented nature of F.E. with its low profile and lack of a coherent strategy for coping with change. (Lucas, 2000). (See Appendix B for a short history of FE.)

While its strong local links with local communities could be seen to be an advantage they do also mean that F.E. was never a system and so could develop any sector identity or professional identity for its workers. F.E. colleges suffered as local industries went into decline as part of our move to a post-industrial economy so sections and departments closed, especially those, which had been male and associated with trade unionism and heavy industry. The history also illustrates the very gendered and class nature of VET. In crisis after crises F.E. colleges have been asked to bail out the economy and have been left vulnerable to being blamed for macro systemic failure. FE, as can be seen, was never valued in the way universities have been and never universal and compulsory in the way schools were. It is often referred to as the 'neglected middle child,' (Low, 2005) or even the 'Cinderella sector.' (Robson, 2005).

2.2.4. 1990s – Incorporation, ‘New Managerialism’ and ‘Performativity’ in the ‘Audit Society.’

This was the period when a vacuum in management skills allowed ‘new managerialism’ with its quite distinct discourse to take hold. Under the 1992 Act the FE colleges became corporate institutions completely independent of the local authority control with governing bodies dominated by representatives from business and industry. In addition to the political agenda which had led to this state of affairs the mission of the colleges was influenced by trends – emerging from the ‘new vocationalism’ of the 1980s that blamed education for not meeting the needs of industry – which ‘placed FE at the centre of a nation strategy for raising levels of skills and qualifications’ (Green and Lucas, 1999b, p.36), and also for raising participation and improving retention rates at all levels. The Further Education Funding Council (FEFC) which, under the 1992 Act, was charged with administering the funding for all institutions in the sector college which had become corporations in their own right. It was also the period of the so called new professional contracts and the beginning of the casualisation and intensification of labour. As McClure (2000) argues, ‘retention and achievement were at the top of the agenda’ as the government discovered FE. For example Blunkett could say:

Further education is too important to our economy and our society for us to tolerate poor standards or lack of accountability...(the government) will be as tough on failing colleges as it has been on failing schools.(Education Secretary, David Blunkett, T.H.E.S. 1998. p.23)

This position has barely changed judging by Mandelson’s speech to the House of Commons on November 15th. 2009, where he talked about FE having greatly improved but needing to improve even more in order to be the engine creating the new economy and growth.

Moreover, the primary objective appeared to have been achieved since – between 1993 and 1997 – student numbers increased by over a third as funding per student decreased in real terms by 21% (Smithers and Robinson, 2000, p.9). Between 1975 and 1995 expenditure on education fell from 6.7% to 5.25% of the GDP (Glennerster and Hills, 1998). Although initially the national system of funding was welcomed as an improvement on the piecemeal and inequitable LEA model, subsequent experience has brought about less positive appraisals of incorporation changes. This period saw a great deal of financial uncertainty and in 2000 it was estimated that 40% of institutions in the sector were experiencing financial difficulties (Baty, 2000).

There had been a general improvement (and expansion) of qualification achievements and service to students – greater attention paid to induction, tracking, learning difficulties and retention. The new Funding methodology has proved responsive to accommodation of issues such as widening participation and enhanced support for basic skills and learning disability. In spite of well-publicised failures, most colleges have proved to be flexible and responsive to new demands, and the new audit and inspection systems have improved learning and teaching and enhanced public accountability. (Green and Lucas, 1999).

Despite the decline in non-vocational adult education caused by Schedule 2 funding anomalies, the overall picture (especially as 16-19 recruitment has levelled off) has been one of expanded adult recruitment based on flexible modes of delivery. (Green and Lucas, 1999). Award of funding in three distinct stages has improved college advice, guidance and counselling procedures and systems. Funding between schools, sixth-forms, FE colleges and HE (provided by FE) has not been harmonised and most FE college provision is under-funded compared with similar provision in sixth-form colleges and HE institutions. This remains true today.

Despite all of this, Green and Lucas (1999 b) urged caution in interpreting the general consensus about the 'crisis' in F.E. stemming

from incorporation, and recommend marking distinctions between the 'methodological, political and organisational dimensions of incorporation' (Green and Lucas, 1999, p.28). The Hodge Report (Education and Employment Committee, 1998) issued a clear statement that FE would need substantial reform and further support if it were to achieve the key objectives outlined in *The Learning Age* (DfEE 1998). These aims being mainly concerned with widening participation to improve inclusion and the up-skilling of a broader group who had not succeeded in education in school in an attempt to keep them out of poverty.

This confused identity is, of course, largely a result of the historical evolution of F.E., with the developments from a primarily technical and V.E.T. role to more diversified provision. (Please see Appendix B for more detail on this development). In addition to the vast range of vocational programmes on offer – from NVQ/GNVQ level 1 to HNDs and franchised/validated and 2+2 degrees. (Green and Lucas 2000, p 18)

The sector is now driven by New Labour's 'lifelong learning,' (DfEE, 1998a) policy. (Indeed the new name for the training standards body is Lifelong Learning UK). The key objectives of lifelong learning are the widening of participation in further and higher education to foster greater social inclusion and cohesion and the raising of skills levels to enhance competitiveness. This has been an attempt to include and educate a larger proportion of the population than had been traditionally catered for in educational institutions e. g. more 'women returners,' working class teenagers who found school irrelevant to their needs and more students with special needs. There was also a desire to improve the number of students from ethnic minorities. It was assumed that a more educated workforce would not need to live on benefits and would be more law abiding and productive. It could be seen as Labour's answer to poverty and rid us of an underclass. Although the economic arguments always have pride of place (Hyland, 2000, 2002,) they are invariably twinned with the social inclusion, which

were raised in the Kennedy Report (1997) and officially endorsed in the government's response to DfEE (1998b), Hyland and Merrill (2003).

2.3.1. The Staff Experience.

According to Robson (1998) 'The further education teaching profession *was (then)* in a state of crisis.' (Robson, 1998, p. 585). Later writers think it still is (Colley, James and Diment, 2007). While Avis et al (2003) describe lecturers as 'an embattled group who manage to survive in spite of the constraint under which they labour.' (2003, p.180). They say that 'The lecturer becomes in effect a unit of recourse to be applied where the need lies and whose labour is to be directed by management fiat,' (Avis et al, 2003, p184).

In the light of all of this Gibbons investigated the effects of organisational change on F. E. staff's stress levels, which I discuss more fully later. Gibbons also quotes Early (1994) who surveyed 1,000 lecturers in England and identified a marked increase in their workload following incorporation. While, Avis et al (2003) found that for many trainee teachers the context in which they laboured was less than satisfactory, (2005) Bathmaker and Avis (2005) describe trainee teachers whose experience 'did not match their hopes and expectations of working in F.E.' (2005). Wallace (2002) found new teachers who were surprised by the challenging attitudes and behaviours of their students. She suggests that difficult student behaviour, for example, may be directly linked to systemic factors such as national policy and practices (Wallace, 2002). Similarly, the LSDA staff satisfaction survey (Owen and Davies, 2003) records a further yearly rise in the number of FE staff who were finding that 'dealing with inappropriate behaviour,' was an issue.

Hill's (2000) work talks about this period as one where lecturers experience 'a violated psychological contract' with the consequences

for their employment relationships of loss of trust and a significant, depressing effect on commitment, job satisfaction and work performance, (Hill, 2000, p. 67). His work suggests that lecturers felt the change in management style and contractual arrangements as very personal and an affront to their sense of professionalism. On top of this we could add the extra stress caused by increased inspection and accountability and the increase in numbers of a new and often demanding student population.

In 1999, one in ten colleges were being described as giving 'significant cause for concern' (TES 1999) and with 30% of young people starting A –level courses and ending without one A level pass after two years and 60% of Advanced GNVQ students failing to complete their courses at all within 2 years the necessity to make colleges more effective was beyond question (Cunningham, 1999). This situation in the late 1990s lead to regular internal course monitoring and review frameworks being set up, many had not existed before this point. I had worked in a college (not the case study ones) where the lecturers could not get information on how their students had performed in external exams. It was only in the post incorporation era that lecturers were asked to produce lesson plans and schemes of work or records of students work. What was seen by many as a deprofessionalisation of the college teacher's role and unnecessary bureaucratisation did undoubtedly lead to some improvements.

2.3.2. F.E. Teacher Professionalism, 'Performativity' and the Audit Culture.

The very notion of 'professionalism' is problematic at the best of times and many would argue that it is even more so for teachers and other F. E. staff at present. It is subjective involving as it does ideas about personal self worth and relative worth and has been shown to be both class and gender power related. Indeed Robson (2006) has devoted

the whole of a very interesting and readable book and yet still did not in my opinion, get to grips with the ideological and gendered nature of the concept. Robson's (2006) book deals with notions of professionalism and concentrates especially on their fragmented and tribal nature of teachers as well as looking at their attitudes to teacher training. She argues very forcibly that it is the fact that these teachers need to have had a previous professional identity (or skill as they would call it) that stops them thinking of themselves as teachers as they seek to maintain their status through this original professional identity. While she deals with a range of governmental interventions like the role of lifelong learning, she fails to highlight the changes which, have occurred to the student population as a result of both lifelong learning and widening participation, which is where my interest in the subject began. For example, lecturer's recent involvement in administrative duties can be seen either as a way of attaining efficiency from the viewpoint of senior managers or for the lecturers these experiences are indicative of the transformation and intensification of labour. They can be set historically against the transformation of relations...the way lecturer's professionalism is understood has been transformed. The rhetoric of collegiality has been replaced by an emphasis upon accountability and 'transparency,' and according to Avis, Kendal and Parsons (2003 p. 182) 'teamwork.' They go on to say that:

Such changes are located in the growth of managerialism. Administrative demands and the necessity to complete paperwork become the means whereby managerial organisations can audit lecturer performance and provide the data required by external accountability (Glenn and Husbands 2001, p. 182).

According to Avis such processes 'indirectly regulate, control and act as a form of surveillance of lecturers work.' (Avis et al, 2003, p 182).

In 2000, Hill carried out an important and interesting survey into how full time lecturers regarded their corporations (their employers since

1993) and other stakeholders who were in a supporting role to the front line staff. His findings are very revealing. He asked a wide spread of lecturers (687 in all) a variety of questions about how trusted they felt by for example their managers, their corporation, the exam boards etc. By this stage many lecturers in F.E. were part time. 'Survey results show that the perceived level of trust and confidence is low from the governing bodies, college management teams and the F.E.F.C.' (Hill 2003, p. 74).

Thus the college corporations as employers manifested by both the governing body and the senior management team were perceived to have limited trust and confidence in their core staff- full time further education lecturers. In addition the government agencies with responsibility for the funding and quality of further education – the F.E.F.C. – was also perceived as having low trust and confidence in full time lecturers. The response pattern was repeated when lecturers were asked to assess the effectiveness of organisations and agencies in promoting and supporting the professional interests of lecturers. The least support was perceived to be provided by F.E.F.C., the AoC, the DfEE and F.E.D.A. (Hill, 2000 p 74). (Please see Appendix A for explanation of acromyns).

This is in sharp contrast with and rather ironic when compared with what F.E. lecturers think students gain from the sector as discovered in their research by Preston and Hammond, (2003), who found that the majority of lecturers think that F.E. despite its narrowing focus still in 2003 provided students with increased self esteem, wider social networks, greater control over their lives, a greater ability to cope with social change and an increased awareness of their rights and responsibilities. They also found that the experience in F.E. gave students a greater tolerance of ethnic minorities as well as psychological health benefits and a heightened sense of moral responsibility. These did vary as I would have expected from my own research, between subject areas,

For example a lecturer or student of construction may have different expectations concerning the potential of their subject for individual and social change than a sociology lecturer. Those involved in support services were significantly more likely to cite efficacy and mental health benefits of their programmes. Practitioners may expect their students to experience resilience as a result of support programmes. For largely vocational subjects such as those preparing for work in service sector, practitioners were not as positive regarding perceived benefits for students. (2005, p218.)

Preston and Hammond make the point that many of their respondents say that 'the way a subject is taught is crucial in this and that the discursive style carries most benefits,' (2005, p. 218.) Teaching styles that encouraged active participation by students, especially through discussion were felt to be particularly beneficial.' (2005, p. 219). Ironically this is one, which may be used least in the newer more vocational settings. One of their respondent's saying 'We are doing more and more informal prevention mental health care keeping people just on the rails.' (ibid p. 215.)

Practitioners saw the college as more than a provider of educational opportunities. It was an integral part of the community, a cultural and political resource and a source of civic pride. (Preston and Hammond, p. 220.)

They saw a wide range of benefits for students and yet Hill had found few benefits for the staff. However, Preston and Hammond said that the idea that courses improved employability was described as a 'confidence trick' by some practitioners. (Hill, 2000, p 215.)

Other important changes include the imposition of external values, a new Inspection system, new contracts with poorer working conditions, the 'new managerialism,' the 'casualisation' of the workforce, the increased use of L.S.As. for tutorial and other duties. (In some colleges low paid and unqualified staff were taken on as Learning Support

Assistants, a similar role to Teaching Assistants in school, and with little support and staff development were expected to do work previously done by lecturers). These changed the experience of working in FE almost out of recognition.

Interventions by policy makers to define what learning should involve and how it should be carried out are redefining what it means to be a teacher or lecturer in all aspects of the education and training system. Ball (1999, and 2003) graphically describes the impact of current changes on teaching professionals as 'the struggle for the soul of the teacher,' (2003 in the title of the work). While policy is seen to be driving teachers into an increasingly managerial and performative mode.... In this context the forming and reforming of professional identity are seen as increasingly significant and contested. (Bathmaker and Avis, 2005, p. 48)

In recent years the Further Education sector has been bombarded with initiatives and interventions aimed at improving the quality of the service. These include national and sector developmental initiatives, such as 'Investors in People' and the 'Inclusive Learning Quality Initiative' and internal and external accountability interventions, such as self-assessment and inspection.' However there has been little attempt at evaluating their own effectiveness. (Commons, 2003, p. 27).

2.3.3. The Managers' Perspective.

Research carried out by Commons (2003) shows that senior managers in incorporated colleges believe that :

- i) self assessment makes a major contribution to improving the quality of college provision for students and a range of management practices, especially evaluation,

- ii) Investors in People makes a very strong contribution to improving arrangements for induction and support for staff;
- iii) the inspection process does not in itself act as a major driver for improvement but has contributed to improving teaching and learning styles and aspects of college management, including more effective use of student data in evaluating provision;
- iv) the Inclusive Learning Quality Initiative has yet to make a significant impact on the quality of any aspect of college work but is expected to improve student learning offered and attainment of the course. The analysis of the additional data reveals that: (i) there is a positive correlation between student achievement and the average curriculum grade in colleges inspected during the second cycle; (ii) there is only a limited relationship between a college's Investor in People status and its core business (as represented by student achievement and the quality of the curriculum); (iii) there is a positive correlation between a college's Investors in People status and the Quality Assurance grade awarded to colleges inspected during the second cycle;
- v) managers from colleges involved in stage 1 of the Inclusive Learning Quality Initiative rate the initiative's contribution developing individualised learning more positively than managers from other colleges.

(Commons, 2003. p.27-8).

Most research suggests that these managerial views are not shared by the rest of the staff and that this could be an example of the separate habitus and discourse of senior managers or new managerialism, who inhabit different fields. Middle managers who are often women can find themselves torn between the two positions. (Griggs 2007). These changes are perceived as an imposition and

devaluing and 'deprofessionalisation', by many staff in much of the literature which I have already referenced.

Avis, Kendal and Parsons (2003) say that 'there is little evidence in our data of the development of progressive practices that challenge managerial relations or of the development of the strategic pragmatism located within preferred professionalism that Gleeson and Shain celebrate. (Avis et al, 2003, p 186.) 'Our lecturers seemed to be more involved in survival than in developing progressive practice. There has also been a devaluing of a range of wider professional skills that lecturers/teachers in FE use e.g. tutoring. This role has generally been seen as just another part of the teaching and received very little support in terms of hours and skills training.

Williams (2003) points out that 'A further consequence of the new governmental view of skills as a resource, is the logical assumption that all teachers need are 'the tools to make it happen' (2003a, p3) This diminishes the role of the teacher to that of a technician : performing the right tricks to 'reveal' the pre-existing skills, Lea (2004) says that to this end much of what FE lecturers do is 'scripted communication,' He goes on to say 'the more professional training is perceived as 'learning ones lines,' the less will be the chance to engage in serious debate about the appropriateness of any initiative.' (2004, p 161).

The frequent changes to the quangos which govern FE could also be seen as part of this process of crisis management and an assault on autonomy and professionalism.

2.3.4. Gender, Ethnicity and Class in FE Staff.

F.E. remains highly segregated in relation to gender. A horizontal division into male and female areas of learning and teaching is combined with a vertical division in which men hold most senior posts. Women now do most of the teaching. Women and black staff are over

–represented in part-time, hourly paid lecturer posts and especially the learning support ones, which have lower pay and lower status. Black staff are concentrated in certain curriculum areas- Basic Skills, E.S.O.L. (English for Speakers of other Languages) and although less frequently Maths and Sciences. They too are underrepresented in management (Commission for Black Staff in F. E. 2002). It is difficult to identify precisely the number of disabled people working in the post compulsory sector and very little has been written about this issue even by the unions. The situation for ethnic minority and disabled staff will not be dealt with here due to lack of space but both are areas which need more exposure. Ascriptive and equality issues do of course run as a thread throughout the work as a cause for concern.

One other factor which works against the professional project is that, 'Jobs, especially part time hours, are given on the basis of a 'pub and barbeque culture' or an over reliance on exclusive social networks which disadvantage Black recruits, particularly those from non-Christian and asylum seeking communities' (Commission for Black Staff in F.E. 2002, p 52). Certainly many part time staff seem to come in via a friendship network rather than the official channels staff would prefer and which would be more equitable and transparent.

Linked with the issue of professionalism are the ones of social class position and gender so that to be a working class women intellectual is effectively breaking two taboos. However, being a working class woman teacher may be less dangerous and therefore more socially acceptable (Maguire, 2004). While this may allow women to enter teaching it may prevent some women from progressing on to doing more academic work in F.E. or H.E. and work to keep them from full professional and managerial positions. Most of the feminist critiques of teachers' gender positioning have been carried out on school teachers or teacher educators, e.g. Murray (2006) and several by Maguire (1994, 2004, 2001, 2006) and yet the FE tutor role is no less gendered. Acker and Dillabough (2007) writing about teacher educators, make the point that teaching is part of what Bourdieu called

the 'social work disciplines' (1998) which are caring and female and the division of labour is a form of 'symbolic domination' (2007 p. 298). They also highlight the difficulties and contradiction in women learning to labour in what was until recently a man's world (ibid).

2.3.5. The Casualisation of Labour and the use of Support Workers.

Among the many changes in F.E. over the past 12 years, one noted by many of my respondents and researched into by Rothwell is the vast increase in the use of 'sessional' or part time lecturers. She used a range of methods to investigate the training and recruitment policies of colleges in the East Midlands with regard to their part time lecturers. As has already been noted many colleges tried to save money by using Learning Support Staff to do what had formerly been lecturers work and this need for economy lead many to transfer from a stable full time core work force to one which is marginal, poorly trained and poorly paid. This must have morale and quality implications, (Ball 2003).

This new workforce is mainly female replacing in some cases male workers, they have little access to promotion despite their often doing some work, which was once considered managerial. They now need to do the part one of the FENTO (Further Education National Training Organisation--i.e. the people who were given the role of creating the then new ITT standards) or the more recent LLUK (Life Long learning UK, the newer group who have created the most recent set of standards for FE staff) qualifications but this is minimal and could not be considered as a professional training. In most colleges it lasts for about six to ten sessions and is little more than a survival guide. Some now do the new CTLLS (Certificate for Teaching in the Lifelong Learning Sector) award but by no means all. Many still do the PTLLS short course. (Please see Appendix A for more details of these). More do the City and Guilds NVQ level 2 or 3 awards.

Certainly it is easy to understand why many women will choose to be part time while they have caring responsibilities but this seems from my research and that of others to be a much more of a deliberate management decision than a way of widening participation and encouraging women in the lecturing profession. It has implications for the professional identity of F.E. lecturers as few part time staff have access to CPD and promotion. It is just a job not a career. Many departments run mainly on 'sessional' staff (i.e. part time and hourly paid with no permanent contract) and argue that it is best for the students as there are taught by current practitioners who are up to date with the occupational standards etc.

None of the three Colleges under investigation here had used Agency workers, during the participant observation periods. These workers earn less than 'sessional' ones and have little or no commitment to the students, staff or college where they find themselves working. Both colleges do now. According to Rothwell they are not even expected to have training or experience in teaching. Anecdotal evidence suggests that any college using agency staff needs to think hard about the effect on staff morale and the quality of teaching. Agency staff are not normally asked to do support work so do not usually do tutorials. A point worth noting here is that FE colleges do not use supply staff and so rely on full time staff doing 'cover' and if the absence is long term the hours will be given to part timers who will get paid for doing the work unlike the full time staff.

A more recent contribution to the debate about training and professionalism came in the form of an article by Bailey and Robson, (2004), where they looked at the growing use of Learning Support Workers (L.S.A.s) in F.E. They make the point that some LSAs had long been used in the S.L.D.D. (a distinct curriculum area for students with a variety of learning difficulties and or disabilities, where one to one support is often needed) but that their recent use for what had been lecturer's roles was an incursion into the mainstream provision. They say that 'this development has been met with opposition from the

union representing the majority of teachers in schools. (Bailey and Robson, 2004, p. 374.) A similar and parallel development which occurred in many F.E. colleges, which appears to have taken place unnoticed by commentators and experts in the field and it would seem the union. Unlike the introduction of schools assistants, the creation of new 'para-teaching' posts in F.E. colleges was not the outcome of government policy and there has been little official, recognition of their value in education (or any other) terms (Bailey and Robson 2004 p. 374). 'Economy and efficiency were to be the main factors driving the decision to use learning support staff. (ibid. p. 374). According to the Further Education Training Organisation (F.E.N.T.O.) 2001, 'these essential workers sometimes provide economic alternatives to using lecturers...and they enable learners to be properly supported outside the times when they are in direct contact with lecturers.' (ibid. p.377).

Bailey and Robson (2004) found from their trawl of job advertisements indicated that, much of the support provided was generic rather than subject specific (e.g. confidence building, advice with personal finances or childcare, study skills). This suggests that unqualified people are being used instead of tutors to do what was a tutorial role. In some colleges these activities were separated into a role that resembled the conventional one of a student counsellor. In others this kind of work is now subsumed into the role of the Learning Support Workers (L.S.W.) 'All the colleges visited provided additional (mostly physical) support for S.L.D.D.,' (ibid. p 379). It is clear that 'support now takes many forms, with some overlap with the conventional role of the F.E. teacher, especially but not exclusively with regard to the tutorial work.' (Bailey and Robson, 2004 p 379.) They found that some teachers had clearly felt that 'learning support assistants' would take their work from them. (ibid. p 383.) They would in effect become tutors or even teachers on the cheap. This was another threat to the professionalism of F.E. lecturers.

Despite the frequency with which teaching appeared to be required of these staff as part of their duties, teaching

qualifications were mentioned in the job specification only three times.' (Bailey and Robson, 2004, p 388.)

Sometimes it was clear that particular qualifications were regarded as essential while at other times 'equivalent experience 'or a 'willingness to acquire specific qualifications', was sufficient. (ibid. p. 388).

There is then evidence that some colleges, estimated at about half of the 400+ English Colleges have exercised their freedom to make appointments of those para –teaching roles during the twelve years since they were incorporated. Meanwhile, the bodies with responsibility for F.E. colleges have not measured or monitored this development as it occurred. This is in sharp contrast to the public policy statements and official evaluation of the parallel expansion of teaching assistants in schools, a contrast which might be explained by the greater political salience of schools, by the weakness of trade unions and professional associations in F.E. and by the general lack of official interest in educational changes in the sector (Bailey and Robson, 2004, p391).

In the interviews it was pointed out that the use of assistants to work with special needs was established in further education before 1993; its extension in these colleges to other students, individuals or groups who were 'at risk' of dropping out or failure was seen to be a 'logical development.(ibid. p. 391).

This use of casual and support workers further undermines F.E. lecturer's attempts at creating a professional identity. It keeps costs down for the college but has negative effects on staff morale. While the individual workers themselves are generally liked their presence makes restructuring and deskilling an easier task for Human Resource Management (H.R.M.) and so the move is very unpopular except in S.E.N. areas where there has been a long tradition of their use for a variety of tasks.

2.3.5. Initial Professional Education and Training for F.E. Teachers.

Another cause of concern for the staff was still is the new requirements for training as assessors and teachers. As early as 1975, the Haycocks Report recommended that all staff, full and part-time, should gain a minimum of a Certificate in Education. A number of qualification routes emerged over the years. 'The most systematic programmes of training for technical teachers lay with specialist technical teacher training college ' (Hyland and Merrill, 2003). Three were founded in England during the 1940s, one in Scotland in the 1950s and a fifth in England in 1961. These colleges were open to adults, who already had craft qualifications and to graduates aiming to teach in F. E. as well as developing a specialist Certificate in Education for further education teachers, the four English colleges also jointly published the journal, 'The Vocational Aspects of Education.' (Hyland and Merrill, 2003, p. 181) one of the few journals to deal with FE issues on a regular basis.

Young et. al. (1995) have found that the different routes cater for different audiences so that the full time P.G.C.E. courses tended to cater for younger people with more academic qualifications who intended teaching the humanities, English, foreign languages and sciences and 'A' levels, whereas the part-time Certificate in Education route attracted older people with work experience in areas such as engineering, electronics, information technology, nursery nursing and careers guidance. (Young et al., 1995, p12). There were some hybrid routes, like that at the London University, Institute of Education which offered a combined secondary and F.E. for some subjects leading to DfEE recognition and Q.T.S. (Qualified Teacher Status) during the 1970s.

In the early 1990's, it became clear that F.E. teachers, who were now responsible for delivering competence-based qualifications, might

themselves be subjected to a form of competence-based teacher training. The City and Guilds 7306 had given a taste of things to come. The then Training and Development Lead Body (TDLB), who were responsible for the competence standards for assessors and verifiers of NVQ and GNVQ programmes, developed a set of standards to cover FE more broadly. At the same time TDLB was very influential as all college staff involved in teaching NVQs and GNVQs had to achieve the TDLB's 'D units.' In 1994, the government commissioned a 'functional map' of staff roles in F.E. in England and Wales, which was carried out first by the F.E.U. and then by its successor body, the Further Education Development Agency (F.E.D.A.). At the same time, a similar exercise was carried out in Scotland (see SOEID, 1997). When the map was shown to colleges, it was widely rejected, as failing to present the work of teachers in a holistic manner and ignoring the importance of professional judgement and reflective practice (see Lucas, 2002). It is worth noting that only post 16 education that did not need a QTS.

Management and staff associations have traditionally united against any statutory professional teaching qualification for further education. Historically lecturers in Further Education have seen their qualification or expertise in an academic or vocational area as sufficient for teaching. They have also been slow to do any management training of their own. This has placed specialist knowledge of subject or trade above pedagogy. The exception to this was the kind of general education department which taught GCSEs and 'A' levels, where typically the staff were often secondary school trained and had often worked in schools prior to their moving to F. E. Thus the notion of lecturers being seen as, or seeing themselves as professional teachers with a coherent structure of initial training and professional development has been secondary to a concentration of delivering narrow specialist expertise. (Lucas, 1996, p69). This is noted by Davies(2008) who refers to this a dual professionalism.

Existing Certificate in Education (FE) programmes provide personal and professional development to the level of first degree study. In our view, teachers who are able to respond effectively to the needs of adult learners in a rapidly changing FE sector require coherent initial professional training to graduate level.' (Last and Chown, 1996, pp31-2)

Lucas (2005) notes that the number of full-time teachers in F.E. with a teacher qualification recognised by the DfEE was estimated to be around 60% in 1995, whereas the figure for part-time staff was as low as between 20% and 30% , (ibid). The picture was further complicated by the question of what form of professional development should be required and provided for support staff in colleges whose numbers are on the increase. Support staff often perform duties, which straddle the boundaries between recognised supportive roles (e.g. technicians operating audio-visual equipment, librarians, etc.) and new hybrid roles which have a pedagogic dimension (e.g. Student counsellors, open learning centre instructors, etc). (More recent statistics are covered later).

Despite the concerns of the profession, however, the mapping project continued and in 1998, FENTO was established to turn the map into a set of national standards which, in turn, would form the basis of the mandatory teacher training qualification. FENTO has grouped what it calls 'the skills initial teachers should be able to demonstrate' into eight categories as follows:

- A. Assessing learner's needs.
- B. Planning and preparing teaching and learning programmes for groups and individuals.
- C. Developing and using a range of teaching and learning techniques.
- D. Managing the learning process.
- E. Providing learners with support.
- F. Assessing the outcomes of learning and learners' own achievement.

G. Reflecting upon and evaluating one's own performance and planning future practice.

H. Meeting professional requirement .

(Hyland and Merrill (2003) p 184.)

They say that the 'Personal attributes teachers and teaching teams should possess and display are:

- personal impact and presence
- enthusiasm
- self-confidence;
- energy and persistence;
- reliability;
- intellectual rigour;
- integrity;
- appreciation of FE values and ethics;
- commitment to education and to learners' progress and achievement;
- realism;
- openness and responsiveness to others;
- acceptance of differing needs, expectations and styles;
- empathy, rapport and respect for learners and colleagues;
- assertiveness.

(FENTO 2001.) (www.fento.org or Wallace p. 25.)

These seem to me to be the qualities of a professional. These standards have now been replaced by the 2007 ones, which can be found Lifelong Learning UK document 'New overarching professional standards for teachers, tutors and trainers...' which is rather NVQ like in its format.

In a small-scale study of FE teachers' perceptions of non-FENTO initial teacher training, Hiller et al (2001, p41) reported three significant findings:

1. The challenging aspects of initial training may not be acknowledged by teachers until several years after the course;

2. Teachers want help to deal with 'difficult' students – regardless of whether the difficulty arises for social, emotional, or cognitive reasons;
3. Staff engaged in initial teacher training are expected to model good practice.

One other factor which inhibits professionalism is the absence, in further education, of a culture, which encourages or even allows open discussion of teaching. In order to have effective mentoring, the mentor and the student teacher must step outside the normal conventions of staff room discourse and openly discuss, evaluate and reflect on practice. This can be difficult for both parties (Cox, 1996, p41). Cox advocates peer or collaborative mentoring because 'In this context, the imbalance of power is less of an issue and the tension generated by the assessment function of the mentor is absent. The discussion of one's own and a collaborative colleague's teaching can be developed in a supportive atmosphere, in a constructive, private dialogue' (Cox, 1996, p42). This is one of the several changes OFSTED (2003 and 2009) deem to be necessary for FE staff to become effective professionals.

It has only been since September 2001 that a teaching qualification became mandatory for new entrants to the job (Blackstone, 2000). Even then there were get out clauses for those over a certain age and part timers only had to do a short (part one) course. Some of these issues were dealt with by the most recent reforms in the 2007 initiative. Research into the experiences of a group of beginning teachers on their teaching practice could well show how demoralised an average lecturer has become. (Bathmaker and Avis 2005, p. 48.). They discuss Lave and Wenger's (1991) ideas of communities of practice and the notion of learning as 'legitimate peripheral participation' by new comers who pick up the values of the profession from older members by watching and some participation. I deal with this value level and the new norms which dual professionalism might create in my findings .

According to Wallace (1995) ‘...it’s the dominance of the work-related qualification system and its very nature which may be making F.E. curriculum less rewarding and less stimulating for young students.’(ibid p.9). Of course, the curriculum of F.E. has always been a predominantly vocational one but it is sometimes argued, that the instrumental competence based structures of the N.V.Q. (and later the G.N.V.Q.) framework, which have been introduced relatively recently, have had the effect of reducing learning to repetitions of work-related tasks and skills. Because so many youngsters expect to find the workplace routine, mundane and unenjoyable, they respond with the same lack of enthusiasm to the simulated workplace tasks of vocational courses. Added to this, it is argued, there seems to be an acceptance implicit within our current post 16 qualification systems that education and training are not rewarding in themselves, but that it is only the qualification at the end that counts. Reeve (1995, p.105) expresses this neatly as reward by accreditation, not by gratification’ (Wallace, 1995, p.8.)

Despite efforts to establish ‘parity of esteem,’ a vocational curriculum is still widely viewed as somehow inferior to an academic one. This is a view which will inevitably have an impact on the vocational students or trainee’s self esteem. (Wallace,1995, p 9.)

From 2001, there has been a statutory requirement for FE teachers to achieve an appropriate teaching qualification. However, the Office for Standards in Education (OFSTED), in their first national survey of the initial training of F.E. teachers, undertaken during 2002/3, identified several weaknesses in provision, including insufficient attention given to the development of subject specific pedagogy and courses not tailored to the wide ability range of these diverse trainees (OFSTED, 2003). Subsequent government reform of initial teacher training in the learning and skills sector means that from 2007, with the exception of those with a limited teaching role, all new full-time, fractional and part-

time teachers must work towards the full qualification- Qualified Teacher Learning and Skills, licence to practice. Thereafter, there is an annual requirement that all teachers will undertake some form of CPD (continuing professional development). (DFES 2004). New professional standards for teachers have been published by Lifelong Learning U.K. (L.L.U.K.), the sector skills council for further, higher and adult education.

Much of the teacher training across the sector is delivered by F.E. teachers in F.E. colleges as in-service provision; it often involves F.E. staff teaching their own colleagues (Noel, 2006, p.152). Harkin, (2005) suggests that the time is ripe for 'a debate within further education community in England about what professional knowledge should be in initial teacher training,' (2005).

The OfSTED framework for inspection of initial training of F.E. teachers (OfSTED , 20004) sets out the expectation that trainers will have the necessary knowledge, understanding and skill' (p6) to carry out their roles and responsibilities and provides examples of what these may involve. However, the qualifications, experience and qualities, necessary to undertake the role of teacher educator in the UK Learning and Skills Sector, are nowhere fully articulated. The new professional development framework, proposed by the D.F.E.S., (2004) and developed through L.L.U.K., is intended for the identification of the necessary qualification and experience of teacher educators in the sector, and should address these issues. It is also the intention that training and continuing professional development be provided for both new and experienced teacher trainers (Noel , 2006, p,167).

Many F.E. teachers also hold qualifications related to their area of expertise. For example, lectures in accountancy, engineering, catering and law may all have engaged in some form of what Eraut calls initial professional education (I.P.E.) and this may be being 'topped up' by bouts of continuing professional education (C.P.E.) or continuing

professional development (C.P.D.). The stage at which these discipline-based professionals will add a qualification in teaching to their curriculum vitae will depend on the nature of their entry to F.E. Lucas has argued that this duality of professional role, that is of being at one and the same time a teacher and an expert in a professional or craft/trade area, has dogged the development of a statutory qualification structure. (Hyland and Merrill, 2003, p.179). There is a real danger that staff and management become too insular if all their staff development is conducted in this easy and inexpensive way.

A large scale survey of ITT provision in eight Higher Education Institutions and a further twenty three FE colleges carried out in 2002/3 reported that there were several serious shortcomings to the experience and training being offered to many 'in-service' trainees (who after all constituted about 90% of those being trained for FE teaching). Their main concerns were, that there was little or no taught elements on the trainees subject area and pedagogy related to this. This was based on the assumption that trainees learned while on the job. They also found that individual trainees were getting very different experiences of being mentored and supported within their own departments with most only having experience in one setting and that being less than adequate. This is reminiscent of the experiences of Robsons' (2003) trainees.

Few trainees receive effective mentoring in the workplace, and their progress is inhibited by insufficient observation and feedback. (OFSTED, 2003, p. 3.)

They also pointed out that the modules do not cover areas like SEN, teaching 14-16 year olds or behaviour management and other support issues, which were the issues which left many of my staff feeling vulnerable. OFSTED said that there were main weaknesses and defects in the then current teacher training were with the wider aspects of teaching. (ibid.13). The Inspectors were generally happier with the standard and content of the modules but said there was a lack

of differentiation in taught courses, given the wide range there were between abilities, ranging as they do from post graduate to those with qualifications below level 3 and a third of their sample had no level 2 in English or Maths. (OSTED, 2003 p.2). They had found many trainees struggling to keep up with the pace while others were left unchallenged by the experience and so both groups gained little. OFSTED inspectors suggested that learning support was needed for some trainees and all should be given diagnostic testing and an individual learning plan. They found that ITT training staff had little or no access to information gathered at registration or held by HR departments in staff needs or qualifications.

They also pointed out that many of the part-time ITT students received little or no time remission from their teaching hours which made the task all the harder and left them little time to be reflective or visit other classrooms. This critique and the fact that they observed that the FENTO Standards were in fact standards for mature professionals rather than newly qualifying ones led to the creation of the new standards. (LLUK, 2007).

A more recent round of inspection by OSTED (2009) suggest that although the new standards are much easier to assess and more appropriate there are still major issues with aspects of ITT for FE staff. The major concern is still with the lack of effective mentors for all students. They agree that the theoretical class based part of the courses are better at meeting individual needs but say that the teaching practice part still leaves a lot to be desired as it is far too variable.

2.3.7. The Role of Continuing Professional Development.

Professional development is itself a concept in need of some clarification and is contested being full of class and gender

assumptions as is professionalism itself. (For example see the work of Hey, 2006 and Hey and Bradford, 2004). I use the term to mean the college and personal learning carried out by staff which enhances their work performance, either at a pedagogical or a curriculum level.

What ever else the current C.P.D. in colleges achieves it is not what most staff would call professionalism. It could be seen as a way of spreading the new 'managerialist' doctrine to the staff as such, is often deeply resented as a waste of time at times in the year when staff would sooner be marking or preparing for new students. A more familiar term might be staff development, but often, this will tend to refer to largely in-house, short and management-led initiatives rather than activity that are determined by the individual teacher to fulfil personal development goals.

Prior to incorporation, staff development in colleges had mixed history. As Castling (1996) has shown, the 1970's were a period in which staff development probably meant being sent on an external course for updating related to one's teaching area, whereas in the 1980's, more emphasis was placed on colleges creating internal staff development programmes, often using ideas generated by Further Education Unit (F.E.U.). Even now staff development tends to take place within the college's own campus and involve only college staff, though an outside speaker might be called upon. The new 30 hours per year requirement, introduced as part of the training package by LLUK in 2007 may change this situation if it is handled well and staff are given funding and time.

OfSTED and ALI, (The Adult Learning Inspectorate), under their Common Inspection Framework, require colleges in England to show how 'the professional development of staff contributes to their effectiveness' (ALI / OfSTED, 2001, p9). Robson (1996) has pointed to the danger in assuming that terms such as professional development or staff development privilege the needs of staff, whereas in reality, the inspectors have a more college-centric outlook: 'Staffing needs will be

derived from analyses of the college's objectives and staff development activities will be determined less by perceived individual need than by the college's academic and strategic plan' (Robson, 1996, p3). Thus the majority of activity which falls under the umbrella of professional development tends to be related to servicing an immediate need (e.g. health and safety training, new assessment procedures, FENTO or LLUK requirements or changes to the inspection regime, etc) or, where it is seen as servicing a long –term goal, as Robson states above, it will be closely tied to the college's strategic plan.

whilst there was training for managers in specific college functions-timetabling, induction, using ICT systems-there was no specific training for management. There is good evidence of middle managers seeing it as their responsibility to inform themselves about their specialist area of responsibility, for example keeping up with legislation or changes in factors impacting upon the curriculum. (Briggs, 2002 p 71).

2. 3. 7. History of lack of Research in F.E. as a factor creating vulnerability.

Another important factor which makes FE staff and institutions so vulnerable to Government intervention has been the relative lack of interest shown by British academics and educational researchers – changes like the 'casualisation' of labour and the introduction of unqualified T. A.s and L.S.A.s has gone largely un-remarked unlike the reaction to similar but less extreme process in schools. Also FE staff have no real history of examining their work process and have been left to try to cope with change and make sense of it unaided. FE on for example MA courses have to adjust theories or apply research from school or H.E. settings while being keenly aware that there are important differences between these 'fields,' e.g. in management. The 'habitus' of F.E. militates against such work with its distrust of theory

and reverencing of the practical. . By the time staff, have been in post long enough to start making sense of their environment their job is likely to change and they will gain new responsibilities. Many writers e.g. Bathmaker and Avis (2005) and Lucas (in conversation 2009) and my own experience suggests that there is no tradition of even reading research, so it is a chicken and egg situation or expecting to find it relevant.

The very lack of research in to this sector also makes it more vulnerable and more interesting to examine. What research there has been has tended to be by academics who are involved in PCET teacher training, rather than practitioner research. Even here, Murray, (2005) notes that teacher educators are not typical academics as they have extensive teaching experience but little research and publishing experience. Lecturers as Davies (2008) points out can be seen as dual professionals wit their 'real' identity often based in their original job their skill and this can be as true of their trainers.

'Both adult and further education have often been described as the 'Cinderellas' of the education service, and the fairy tale image of neglect might also be used to describe the attention that education beyond school has generally received from academics. Moreover the field itself is very disparate and fragmented...While the area's prominence among policy makers has risen steadily since the 1950s, it remains to be seen whether the current fashion for far-reaching policy-oriented concepts such as lifelong learning will be translated into significant change in the status and quality of scholarship in the field.'(Field, 2002 p. 120/121). Please see Appendix B for a further exploration of this issue.

2.3.8. Staff Stress Levels and Change.

Various writers who have commented on stress levels amongst staff and the Guardian and Times Educational Supplement had almost

weekly articles on the situation in the late nineties. Stress is caused by for example OFSTED's inspection and the threat of inspection could be viewed as being like Bentham's 'panopticon' which Foucault refers to in 'Discipline and Punish' (1979). An ever watchful gaze, which leaves the watched feeling vulnerable and punished. Feminists would argue that this worsens the male gaze that women usually suffer. As such they call into question all of teachers worth and performance. It is an attempt at making FE staff self inspecting and self critical, at increasing the hegemonic control of their work life which spills over into their home life as their labour is intensified.

Of those who have carried out research directly on the subject Gibbons (1998), is worth commenting on. His research used psychometric tests which had been standardised, found that both of his research groups, one in Northern Ireland and the other in the North of England had very high levels of stress and 'burnout.' He had chosen these two groups as the English one had been through 'incorporation' and the new contracts while the Irish one was about to do so. 49 % of the English sample were 'at risk' of 'developing symptoms associated with a transient stress-related disorder' 1998 (ibid. p.315,) while 40.91% of the other sample were. '.. whilst measures of 'burnout' were more pronounced in the English sample there were no significant differences between samples.' (ibid. p. 315). (It is worth remembering that this was during the Troubles and anxiety levels in the Northern Irish population were generally very high.) These need to be compared to the 24% 'at risk' found by Cox in a comparative sample of professional groups (Cox et al 1987).

For Gibbons' group it was the imposition of new contracts with the increased working hours and decreased holidays as well as changes in managerial style, which many found to be very stressful. 'The largest difference between the two groups of lecturers, in factors considered 'stressful' and 'very stressful' was in relation to the stress accorded to institutional management style, with 84.1 % of the English sample rating this as a stressor compared to 53. 2% of the Northern Irish

group.’ (1998 p.318). The Irish group found having to move over to the new curriculum associated with NVQs and GNVQs and having to gain the ‘D numbers’ very stressful. The English sample had been through this process of change earlier and many had found this to be stressful too.’ For both samples the vast majority agreed that the stress experienced ‘adversely affected performance” (Gibbons, 1998, p 319.)

‘For both samples there was a significant relationship between insufficient administrative support and emotional exhaustion..’ (ibid p. 323.) This was at a period when college lecturers were expected to be able to use desk top P.C.s with little or no formal training given. Many of my sample found that process and lack of administrative support stressful too.

Nattrass (1991) in Brown and Ralph regarded stress as the number one health problem amongst teachers. Anderson (1978) suggested that there are frequently high levels of stress in those who care for others; so we would expect that as the pastoral role of lecturers increases so will their stress levels. Several writers have linked the advent of frequent rapid change with high stress levels. There is recognition of the important interlinking between emotions and educational efficacy from Denzin (cited in Lupton, 1998; p.22) who points out that “emotions are nothing less than central to ontology” and Britzman (2003) who claims that the role of emotions amongst professional educators are central to “epistemological as well as ontological purposes.” (2003; p.42, cited in Feldman, 2007; p.15).

As Churchill et al (1997; p.141) point out “the concept of *change* has been at the forefront of *educational* theory and practice for over thirty years”. Fullan (1995; p.15), an international scholar in the field of educational change, identified four eras of change, aligned with the previous four decades. Fullan views the latter of these to be unpredictable and dynamically complex, characterised by a paradox in which an uncertain future generates nostalgia for a more traditional past. Relentless change has been recognised as being counter

productive (Warwick Mansell writing in the Guardian (Tuesday 9 June 2009), referring to the results of the 6 year study undertaken by the Nuffield 14-19 Review.

Hargreaves exposes the sense of loss, recognised by Marris (1974, cited in Hargreaves, 2004; p.288), that many teachers experience when subject to change. Further evidence from Macmillan (2000) showed that repeated change created endemic insecurity amongst staff causing teachers to harden themselves against subsequent reform. The emotional suffering and pain of poorly conceived and badly managed change (Abrahamson, 2004; Fullan and Stiegelbauer, 1991; cited in Hargreaves, 2004; p.292) is administratively unnecessary, organisationally disruptive and personally demoralising. Evidence also suggests that there is a gender difference in how this is experienced with women internalising the loss and men experiencing anger. Both were evident in my findings and often in the same person.

Hargreaves cited Goodson (2001), Helsby (1999) and Nias (1991), who recognised the feelings of demoralisation of large scale external reform. Churchill et al summarised this perception when researching the impact of educational change on teachers' work lives. They concluded that:

The effects of these changes were felt most strongly when unfamiliar practices replaced work patterns, when there was external imposition, there were multiple simultaneous innovations or when there were abbreviated timelines (Churchill et al, 1997).

All of these are evident in F.E. lecturers work live experiences. Hargreaves' considers reform strategies (Dinham and Scott, 1997; Hargreaves, 2003; Little, 1996) and the impact of repetitive change syndrome. (Beatty, 2002). While 80% of his respondents experienced pride, satisfaction and a sense of accomplishment with self-initiated change. It was perceived that the main beneficiaries of self-initiated

change were students, the college, parents and teachers. In short it was externally or top down initiated change which made staff feel less valued or deprofessionalised as my respondents had shown. Sadly all of the changes in the past twenty years have been top down and this does not look like it is about to improve any time soon.

Fullan, writing on the new meaning of educational change reinforces the view that developing relationships, involving interaction, ownership and shared values are crucial to successful change and not simply the imposition of top down reform. Support for the active involvement of teachers in the change process comes from the Royal Society who write in response to the government's Green Paper 'Teachers: meeting the challenge of change' that it is vital teachers are central players in the process of bringing about change within the profession. While this is written about school teachers it is no less true of FE staff.

Subsequent research into the core process of educational change by Geijsel et al (2005) offers an additional perspective claiming that educational innovation requires a radical change in the very identity of the teaching profession, involving a relationship between cognition and emotion that is driven by a strong teacher learning environment resulting in the collective educational benefit for both teachers and students.

While much of this work has been about teachers in general it is no less true of staff in FE and as discussed elsewhere may well be more oppressive and worrying there.

2. 4. 1. The Governments' Agenda , Inclusion and Lifelong Learning.

The concept of lifelong learning, which figures prominently in all the government prescriptions (Fryer, 1997; Kennedy, 1997; DfEE, 1999b), has a long history. Although earlier conceptions tended to be couched

in terms of lifelong *education* rather than *learning* (a shift of emphasis which is significant) – usually in terms of ‘recurrent education’ (Houghton and Richardson, 1974), *education permanente* (Schuller and McGarry, 1979) or the ‘learning society’ (Husen, 1974) – there was, as long ago as 1969, a symposium on ‘lifelong learning’ in Britain organised under the aegis of the Education Division of the Commonwealth and International Library (Jessup, 1969).

Further Education belongs at the heart of governments overriding objective to strengthen Britain on the linked foundation of social justice and economic success. (8th. October 2002 p16 the Guardian article by Ivan Lewis, Adult Learning and Skills Minister).

A number of key White Papers have made additional claims in the FE workforce, including Success for All (DFES, 2002) and Skills for the 21st. Century (DFES, 2003). Reviewing further education, Foster (2005) found an FE system that ‘Has suffered from too many initiatives;...where ‘college delivery is monitored in various ways-too many ways, most would say,’ (Foster 2005, p. 15). For many organisations, there are difficulties in meeting their mission to serve the whole community, (L.L.U.K. 2005). A Survey undertaken by the AOC in 2001, cited in Coley and James (2005) found staff turnover in F.E. at an annual rate of 10-11%, fostering identifies, as a particular concern, an F.E. workforce where ‘morale is low in some areas and there are some recruitment and retention problems in skill shortage subjects and where there is competition with schools’ which pay better. (Coley and James 2005, p15)

Colleges now have to cope with a much wider range of student abilities, including those students with behavioural and or learning difficulties. The 1996 report of the Tomlinson Committee’s review of F.E.’s provision for students with learning difficulties and disabilities, *Inclusive Learning*, highlighted the need for the sector to make further improvements and to embrace the concept of inclusive learning

(Tomlinson, 1996). As Dee (1999) explains, Tomlinson sought to reject the stereotyping of people with learning difficulties and/or physical disabilities. The Beattie Committee in Scotland was established to: 'review the range of needs among young people who require additional support to participate in post school education, training and employment; the assessment of need; and the quality and effectiveness of provision in improving skills and employability' (1999, p.141).

In 1998, the F.E.F.C allocated £2 million to support the inclusive learning quality initiative (F.E.F.C., 1999). This was complemented by the provision made to implement the recommendations of the Kennedy Report (Kennedy, 1997), *Learning Works*, which highlighted the need for colleges to widen participation to include those under-represented groups in their communities. In his 2000/01 report, the FEFC's Chief Inspector noted that the development of an inclusive approach to learning was 'increasingly significant within the sector' but that staff were still not being given 'the training or time they need to put college intentions into practice' (FEFC, 2001, p57). Dee (1999, p142) argues that inclusion is a 'process and not an absolute state' and that colleges need to work towards inclusion (see also Bradley, Dee and Wilenius, 1994). An example of how colleges are trying to be more inclusive is illustrated by the following list of people found in one English college's student magazine and who are encouraged to join courses: homeless; ex-offenders; people with mental health difficulties; people from ethnic minority communities; full-time carers; women in refuge; travellers, care leavers; single parents on low incomes; long-term unemployed; and those overcoming drug or alcohol dependency. These are the very people my colleagues were demonising and finding difficult to teach. Riddell, Wilson and Baron (1999), however, have analysed the position of people with learning difficulties within the 'education market' and the 'social care market' and argue that there is still a long way to go before their voice is properly heard and their needs met. (Hyland and Merrill, 2003, p.31)

The 2001 White Paper, *School – Achieving Success*, outlined a scenario in which schools might cease to be the dominant locus of learning for 14-19 year-olds. Supported by the effective use of ICT, young people's learning from the age of 14 will increasingly take place across a range of institutions and in the workplace, complemented by extra-curriculum activities such as sport, the arts and voluntary work...for the first time there will also be the opportunity of a predominantly vocational programme for those with the aptitude, beginning at 14 and going right through to degree level. (DfES, 2001a, Chapter 4). These attempts to develop more flexible provision for 14-16 year-olds is partly a response to the so-called 'status zero' problem. The 'status zero' group who disappear each year from official statistics at both local and national level (see also Pearce and Hillman, 1998). They have variously been labelled: 'disaffected'; 'non-participants'; 'hard to reach'; 'socially excluded'; and 'at risk'. The current term, which has all the hallmarks of a public relations makeover, is 'not settled'. (Hyland and Merrill, 2003. p.30.) A more current term being NEETS i.e. not in education employment or training.

An interesting contribution to the critique of government rhetoric is that of Williams (2005) who analyses 'Success for All: reforming further education and training :our vision of the future,' 2002, and '21st. Century Skills : realising our potential, 2003' by treating Skill as a metaphor. She says that doing this helps to expose the ideology behind the Labour government's thinking on FE. Her paper demonstrates four metaphorical uses of the term skill. She quotes May saying : 'Documents Do not simply reflect, but also construct social reality and versions of events' (1993, p.138). She goes on to say that,

These publications contribute to the dominant ideology by pushing at the boundaries of current discourse to move the debate forward. The publications are part of producing and reproducing a discourse about education and training and are

therefore mediums through which social power is expressed.
(Williams, 2005, P 183.)

Two other documents published at about the same time i.e. the White Paper '14-19 : Opportunities and Excellence,' (2003b) and 'Skills For Life (2000) also focus on skills as opposed to education. 'Two dominant discourses arise from the skills debate: skills are necessary for employability and increased prosperity and skills are necessary for social inclusion and a coherent society. (Williams, 2005, p 185.) This she argues represents a major ideological shift as in the past high unemployment would have been considered a political and social problem and with this new shift it has become a personal one. It is a blaming the victim mentality which removes any responsibility from government and is nearer to the model used in the U.S. However, employers as Wolf suggests are still mainly interested in the 'old fashioned academic skill' (2002 p 37.) as Wolf also points out 'there is little to suggest that business knows best about what the education system should provide', (2002 p98.) She refers to the work of Stewart (2000) when suggesting that social exclusion is no more than a euphemism for poverty.

As Alexiadou (2002) and others suggest the solution is simplistic and little real evidence exists to suggest a link between educational levels and economic prosperity on a societal level. The link is firmly established in both of the main publications Williams examines but it makes education entirely functional. 'The government has a clear audience for its skills proposals: 'anyone without good employability skills,' (2003 a p 24); this is detailed throughout 21st Century Skills as: women, prisoners, ethnic minorities, those with disabilities, those with learning difficulties, low skilled workers, pensioners and benefit claimants. This closely mirrors the widening participation groups, which my respondents found so threatening. This emphasis on basic skills level courses could be seen a general 'dumbing down' of F.E. which after all provides 10% of H.E. work in this country but within FE colleges and so at least some colleges have a tradition of higher level

work. Williams point out that ‘the word academic does not appear at all in either document and the word education is used as little as possible’ and is most often replaced by metaphors, ‘skills for employability,’ or ‘skills for personal development.’ Vocational training is to be replaced by generic employment skills- further reducing the scope for specialization and the mastering of higher level skill, (p 189.)

There has recently (2009) been a move to Functional Skills away from the Transferable Skills which were novel in 2002 which were later not considered good enough. Not only do these policy statements sum up the central role of F.E. in government policy, but they also neatly encapsulate the twin pillars of lifelong learning: economic competitiveness and social inclusion. Life-long learning conceptions, policy and practice – and related perspectives surrounding the ‘learning society’ – are, however, complex, wide-ranging and, as Young (1998, p. 193) suggests, deeply ‘contested’.

Williams (2004) also refers to the work of Hayes (2003) who argues that education is being refashioned around a therapeutic model. ‘Self-esteem was clearly at the top of a list of perceived benefits of further education (2004, p1830.) This links with the work on the benefits lecturers see for students gained from being in FE. (Preston and Hammond, 2003). Those lecturers were also sceptical about the assumed link between doing courses and gaining employment.

Trends in FE need to be located against the background of fundamental changes in the PCET sector generally which are driven by New Labour’s ‘lifelong learning’ (DfEE, 1998a) policy. Although the economic arguments always seem to have pride of place (Hyland, 2000, 2002), they are invariably twinned with the social inclusion aims which were raised in the Kennedy Report (1997) and officially endorsed in the government’s response to DfEE policy document on the role envisaged for FE institutions after the re-organisation of the sector under the LLSCs in April 2001.

For more than twenty years now ‘successive commentators and politicians (Kallen 1979, Lengrand 1989, Paice 1996, DfEE 1998) have articulated the importance of ‘lifelong learning’ for the adult population. Since its beginning in the policy documents of UNESCO (UNESCO, 1972) and the OECD (OECD, 1973) the vision of a comprehensive , inclusive national post-compulsory education strategy has moved towards a more focused policy discourse designed to promote education and training for work. (Paige, 1999, p 9). Policy documents from the European Union and the British Government continue to explore a variety of variations to the ‘learning society’ theme such as the ‘learning (EC, 1996), ‘life time learning’ (DfEE, 1996) the ‘learning culture’ (NAGCELL 1997) ‘the learning age’ (DfEE, 1998) yet the reality remains education not learning, in that there is still a lack of autonomy on the part of learners and colleges have tended to be pedagogic rather than andragogic as have the policy documents. These recent debates have their roots in the globalisation and technological determinism: for the nation state to compete in the global market place the education standard of its citizens will be the catalyst for opportunity. (Atkin, 2000, p. 254.)

Dearing’s conception of the learning society is the *economic* conception...but with a human face. Individual learning and development are to be welcomed but principally for their contribution to the growth of economic capital. The economic interpretation of lifelong learning is dominant throughout the various *Learning Age* policy documents. In the introduction to the *University for Industry: Pathfinder Prospectus* (DfEE, 1998c), for example, we are told that ‘learning is the key to individual employability and business competitiveness’ (p.1).

The original *Learning Age* blueprint, for example, refers to ‘investment in human capital’ as the foundation of ‘success in the knowledge-based global economy’ (DfEE, 1998a, p.7) and this so-called ‘new’ economy

figures prominently in the former DfEE's responses to the work of the National Skills Task Force.

The use of the term inclusive *economy* rather than inclusive *society* is worth noting here; and when we are told that 'equality of opportunity is not simply a moral objective – it is an economic imperative' (DfEE, 2000b, para.2), there can be little doubt that references to moral or social values are clearly subordinate to economic priorities.

2.5. The Students.

The statement made by Wallace in 2005 is of course even more of an issue now since the recession has created mass youth unemployment.

...young people who in the past would have chosen to go into employment now may find that their only option, apart from staying on at school, is to go into F.E.. This is one consequence of widening participation . If we widen participation without addressing motivation, we end up with a lot of participants who aren't necessarily enthusiastic or willing. Moreover, those who choose F.E. rather than school because they did not enjoy or succeed at school will include those, whose experience of the education system have taught them to resist and fear it' (Wallace, 2005, p.7).

A perhaps surprisingly high proportion of post-16 provision is affected by an intake, which in one way or another presents challenges to teachers: the publication of a manual 'Ain't Misbahavin' : managing disruptive behaviour,' (FEDA, 1998) has been in great demand aiming as it does to support college staff in coping with difficult behaviour.

As the Kennedy Report (1997) highlighted, while the college sector is often fulfilling a 'second chance' function for young people who have not, for a range of possible reasons, realised their potential at school, those who entered college with low level of achievement tend to have

higher drop-out rates and lower levels of achievement. Cunningham, (1999).

Hyland and Merrill, (2003) believe that

One of the distinguishing features of the F.E. sector has always been the diversity of its student population. Since F.E. is essentially 'education for all', this is economic, social and cultural background and differing learning needs. Teaching in F.E. presents a set of challenges that are quite different from those presented in primary or secondary education.

Hyland and Merrill, (2003), p. 28.

Most teachers in F.E. will be expected to teach across a wide range of programmes that could include basic skills programmes at one end of the spectrum and undergraduate or even postgraduate work, at the other. Similarly the students may range from 14 to 65 and beyond in age. These different age ranges are not confined to particular programmes of study. An 'A' level group, for example, will not necessarily include only those of 17-18 year-olds as would be the case within a school sixth form. These different groups of students come with differing expectations and needs. Many have a history of failure in the state education system all the baggage, which that involves, including lack of self esteem, lack of interest in academic work, hostility to teachers and authority figures, etc . There are several reasons why F.E. curricula are so complex and diverse. A major reason is the shifting nature of the student population. Differing modes of attendance and patterns of learning may also determine what the curriculum looks like. Students who enter FE colleges do so at different ages and stages of their educational development. (Hyland and Merrill (2003, p.47.)

Since August 1998 in England and Wales, there have also been increasing numbers of students of compulsory school age attending colleges for part of their week. Under section 363 of the 1996

Education Act, schools were allowed to set aside aspects of the National Curriculum at Key Stage 4 for some pupils in order to offer them wider opportunities for work-related learning. Such opportunities include: attendance at F.E. colleges.

FE work tends to be real mixed-ability teaching. It is not only the ability of the students which differs, however, but also their motivation, prior experience, expectations and the way in which they are funded. They may also have very different social and cultural backgrounds and their domestic circumstances may be widely different. Some of the students may be returning to learning after a long break, others may be continuing their education but in a different environment. Others will be attempting to combine full-time employment with part-time study or juggling the competing demands of family commitments and study requirements. Some students may have physical disabilities; others may have emotional and behavioural difficulties. The teacher in F.E. has to be sensitive to this diversity in the planning, preparation and delivery of programmes. (ibid. p 29)

Others will be in college in order to pursue vocational programmes; extended work placements on employers' premises; and other forms of vocational provision. Some colleges now have significant numbers of 14, 15 and 16-year old school pupils attending specially designed vocational taster programmes or participating in existing courses. This trend is likely to increase given the current interest in increased flexibility at Key Stage 4 and the planned introduction of vocational GCSEs from September 2002. Hyland and Merrill were right to suggest that 'the move towards coherent provision for the 14-19 age group, currently under review, will undoubtedly impact on the F.E. sector.' (Hyland and Merrill, 2003, p. 29.) It has in many colleges for example Urban College has over 200 under 16 attending regularly. As many FE colleges are part of consortia to provide the new 14-19 Diplomas. It is likely that new partnerships between schools, colleges, training providers, businesses and their local Learning and Skills

Councils will be forged. For staff in FE, teaching these 'new kids on the block' has proved challenging. For the young people it has often provided the introduction to further education and/or training, which they may not have considered while in school.(Hyland and Merrill 2003, p 30.)

Just as the range of students in F.E. colleges is too wide to enable it to be described in tidy categorisations, to talk about an F.E. curriculum as if it were a homogeneous entity would be totally misleading. However, as the F.E.F.C.'s chief inspector has pointed out, 'The qualifications available in further education colleges fall into one of four broad categories; that is, general education, general vocational education, job-related training and non-vocational or leisure courses' (F.E.F.C., 2001:71). Such divisions are not as simple as they might first appear because even within these broad bands there is often a wide range of courses or programmes of study on offer. (Hyland and Merrill, (2003), p.39). I do not have the space here to go too deeply into curricula issues as my main focus is on the staff support role rather than their teaching one.

The vocational offer is also not without its critics and problems. This idea that post –16 education and training as a means of providing temporary occupation for those who will find no place in the workforce is not a new one. It was an accusation aimed at the youth training schemes of the late 1980's (Finn, 1987) as well as at the policies for increased participation of the late 1990's (Ainsley and Bailey, 1997).

Although FE institutions are still the major providers of 16-19 education and training, they are now 'predominantly adult institutions with over 76% of FEFC-funded students over the age of 24, the overwhelming majority being part-time' (Green and Lucas, 1999c, p.227) as well as delivering around 13% of all H.E. courses.

2.3.6. Conclusions from the Literature Review.

Given the sweeping and fundamental changes the sector has experienced since 1989 – the massive expansion of numbers, the growth of the new general and national vocational qualifications (G/NVQs), the incorporation of colleges under the 1992 Further and Higher Education Act, the funding and inspection regimes under the FEFC and the recent re-organisation under the LSC, changes in staff contracts and conditions of service as well as the financial and management vicissitudes of a significant number of institutions it could justifiably be said that the ‘bit between school and higher education’ has been changed out of all recognition over the last few decades.

The F.E. sector can be said to represent the heart and soul of New Labour’s general lifelong learning policy for the P.C.E.T .sector. As a former Secretary of State at the DfEE explained:

Colleges are vital in tackling inequalities within their local communities. They are proving their success in attracting women students and those from ethnic minority backgrounds...Equality of opportunity must be central to everything colleges do. (2000, para. 66).

Mandelson still takes the same position in the most recent bill on learning and skills. (House of Commons Speech, 15th November, 2009).

The tensions within the inclusive ideology are evident. At one level, concepts of ‘entitlement for all’ and quality assurance measures suggest that the most vulnerable young people are no longer to be offered a second-rate education and training diet but are to be assessed and guided in a way that equates with the treatment given to their peers. At another level, they are no longer seen as ‘special’ or in need of additional protective care, which can open up opportunities for real progression into mainstream developments but can also mean that they become casualties of a market culture in which the weakest go to

the wall. If they are included, this means inclusion into a harsh and uncaring economy where there are no favours given only deals bargained for. (Hyland and Merrill, 2003).

It is clear that the target imposed for growth with the FE sector will mean that the student population is likely to become even more diverse. The FE teacher will be faced with more changes and challenges as colleges address the key priorities of widening participation, inclusion and raising standards.

In a similar vein, Hodgson and Spours (1999) argued that there was a 'considerable consensus both within and outside further education colleges that the sector will need reform and support if it is to fulfil its mission' (1999 p.89).

This 're-formation' of FE has proceeded apace since the New Labour administration entered its second phase of policy-making, and the whole post-compulsory education and training (PCET) sector has, from April 2001, been completely re-organised under the national Learning and Skills Council (LSC) and its forty-seven regional bodies (LSC, 2001a). Lucas (2000) argues that the setting up of the local learning and skills councils (LLSCs) 'nudges the post-16 system towards greater coherence, with an emphasis on planning' (p.156). Referring to the fact already mentioned that the DfEE (then later the DfES and now the DCSF or the DIS) currently views 'the further education sector as a key sector for developing lifelong learning', Lucas goes on to make the interesting observation that the colleges:

Are, despite incorporation, still embedded in local communities and historically have had good links with sectors of the community that are now seen as potential sites for the dispersed learning opportunities envisioned in The Learning Age...It would seem that until now the present drift of further education is positioning the sector towards the US community college mode.'

(Lucas 2000, pp.156-7).

Green and Lucas (1999b) – acknowledging the improvements and important developments in the sector since incorporation in 1993 – still wanted to conclude their investigation of recent FE trends by observing that: the system is still very fragmented despite the centralised national system of funding – all in all it is still a long way from the promised national sector...In the effort to maximise funding, compete with other providers and survive the first five years of ‘efficiency savings,’ FE has lost any notion of having a distinctive national or regional role. At the turn of the millennium it seemed that the sector was not only facing a financial crisis, but was also in a state of strategic drift.

A more recent large scale study (Transforming Learning Cultures in FE various writers, including Postelthwaite, 2007) of FE staff in 17 areas of study in four colleges has enabled the production of a range of articles about the learning cultures in FE and few of these show any real sign of improvement from that position. They show the government’s efforts to ‘re-professionlise’ FE staff as feeling like ‘deprofessionalisation’ to them. The new standards are seen by many as an attempt at creating an NVQ for FE, while missing the point of their real training needs.

As can be seen from this overview of the relevant literature, F.E. lecturers found themselves in a new position. They were subject to new forms of management had longer working hours on lower pay rates and suffered greater levels of stress. They were being asked to teach a much broader range of students than even schools were asked to deal with and yet many were not teacher trained and many of those that were had been given a barely adequate training, few having been trained for the tutor role in the new context. With all of these pressures on staff it makes it nearly impossible for them to be the transformative intellectuals with the language of possibility that are needed to create a good democracy in a multi-cultural society which some aspired to and the Union was committed to.

Chapter 3.

Epistemological and Methodological Considerations.

3.1. Introduction

In this chapter I discuss my own ontological and epistemological position as well the theoretical positions I juggle and the resolution I create in order to do the research. I then go on to discuss the ethical issues involved in such research followed by considerations of the research design and methods which I used in this investigation.

3.1.1. My Epistemological and Ontological Issues.

In order to investigate the main aims of this work I need to first examine and explain my own epistemological and ontological position.

According to Robson:

There is a strongly held view that there is an ideological divide between qualitative and quantitative approaches, and that these particular twain should never meet. Following Bryman (1988a) and later commentators such as Tashakkori and Teddlie (1998), my view is that many of these differences are more apparent than real and that there can be advantages in combining qualitative and quantitative approaches. (Robson, 2004, p.6).

Fortunately for my position, researchers do already seem to be more eclectic in the actual research practice than some methodologists urge them to be. Bryman, (1988a) creates a strong case that many of the differences between the two traditions exist in the minds of philosophers and theorists, rather than in the practices of researchers. For example, he concludes that the suggestion that quantitative research is associated with the testing of theories, whilst qualitative research is associated with the generation of theories, can be viewed

as a convention that has little to do with either the practices of many researchers within the two traditions or the potential of the methods of data collection themselves.

Some situations '... will be even better served by a marriage of the two traditions' (ibid, p173). The position that the differences between the two traditions can be best viewed as technical rather than epistemological, enabling the enquirer to 'mix and match' both methodologies and methods is often taken by practitioner researchers. (Robson, 2004. Bell, 2003 and Cohen and Manion, 2002).

I also found myself wanting to make more scientific claims for my work that those put forward by some ethnographic researchers. I wanted a middle ground where I could use social scientific methods and claim a higher degree of validity and reliability (in a Durkheimian way: see for example the Rules of Sociological Method, 1895) while also being able to explain the world in the voice of the participants as Symbolic Interactionist or an Ethnographer (e.g. G.H. Mead, 1975) would. I wanted to achieve what Weber called *verstehen* (1976). I needed a synthesis where both traditions could be harnessed. I think I may have found the solution to this in the third way suggested by Robson in what he calls 'Critical Realism'

Realism can provide a model of scientific explanation which avoids both positivism and relativism... Realism is an attractive choice for those doing social research, who wish to characterize what they are doing as scientific. Its advocates claim that it is scientific, in a sense which is fully in accord with currently influential approaches to the philosophy of science. (Robson, 2004, p29).

However, rather than throw the scientific baby out with the positivist bath-water, perhaps one can nurture this frail infant by reconceptualising the view of science so that it provides both a more adequate representation of what scientists do and a more promising basis for social science (ibid.p.22). It may well be that my position is one of post-positivism,

Post-positivism recognizes the force of the criticisms made of positivism and attempts to come to terms with them. For example, while positivists hold that the researcher and the researched person are independent of each other, there is an acceptance by post-positivists that the theories, hypotheses, background knowledge and values of the researcher can influence what is observed, (Reichardt and Rallis, 1994, p. 102).

However, there is still a commitment to objectivity, which is approached by recognizing the possible effects of these likely biases which I would aim for in the hope of creating a more authentic and real understanding of the world of my respondents. I would like to create a marriage of the two distinct tradition maintaining the best of both.

Robson goes on to say that:

Positivists maintain that one reality exists and that it is the researcher's job to discover what it is. Post-positivists also believe that a reality does exist, but consider that it can be known only imperfectly and probabilistically because of the researcher's limitations. Post-positivist researchers can be viewed as recognizing, sometimes reluctantly, that the battle for positivism has been lost, but as still hankering after the mantle of respectability and authority that it conferred, (Robson, 2004, p27).

Wilson (2005) has come up with an interesting typography, which he says avoids the need to be concerned by the qualitative and quantitative divide as his typology is based on the concept of 'structure'. This is very reminiscent of the distinction Robson uses between 'fixed' and 'flexible' research designs but I find it slightly less useful. Wilson differentiates between direct and indirect methods and then on whether the researcher has imposed a structure on the method collection process or whether this is an emergent category. There seem to be links here with Glazer and Strauss' (1978) ideas on the creation of grounded theory. Using this typology then my design has

been flexible, emergent and grounded in the material produced during the actual research process.

I share Giddens' view that Social Science as science is possible and worth while and can give us a meaningful picture of reality, if only for that point in time.

Science is the use of systematic methods of empirical investigation, the analysis of data, theoretical thinking and the logical assessment of arguments to develop a body of knowledge about a particular subject matter. Unlike objects in nature, humans are self-aware beings who confer sense and purpose on what they do. We can't even describe social life accurately unless we first grasp the concepts that people apply in their behaviour.' (Giddens, 2001, p. 640).

Others have advocated a pragmatic approach: use whatever philosophical or methodological approach works best for a particular research problem at issue. This leads to mixed-method studies where both quantitative and qualitative approaches are adopted (e.g. Brewer and Hunter, 1989 in Robson, 2004, p 43.) I think that on the whole I prefer the idea of critical realism rather than a vague opportunism or pragmatism which merely borrows from the different traditions rather than creating a new dialectic.

Sherman and Webb (1999) state that qualitative research 'implies a direct concern with experience as it is "lived" or "felt" or "undergone".' It has the aim of understanding experience as nearly as possible as its participants feel it or live it' (Blaxter et al, 2001, p. 61). As I was interested in the meaning systems and value position, 'habitus' and discourses of a group of tutors, teachers and lecturers this seemed a more obvious choice.

3.2. Theoretical Considerations.

I similarly struggle to find a middle ground between the Structuralist positions of early theorists like Durkheim and Marx who saw society as all powerful and the individual as a puppet and the more 'Interpretivist' position of Weber (1976) or G. H. Mead (1975), who saw man as maker of his world. Neither position seemed to fully match the reality I lived in and I have considered using the 'Structuration' model as put forward by Giddens (2002). For Giddens 'structuration' is 'The two-way process by which we shape our world through our individual actions and are reshaped ourselves by society.' (2002, p.700).

It may well be that I am just putting forward a post-modern view of the world where the old certainties have gone but have not been replaced by new ones. These two dilemmas have quite a powerful effect on my research practice and may not be completely resolved but are so at an operational level, which allowed me to continue my work but leaves me as an agnostic.

So cultural heritage and the world we live in is remade incrementally, individually and yet in ways that constitute a pattern of change. The Structuralist's views suggest that the social determines change and represents the locus of new learning or change. However, other views suggest that it is the actions of individuals in shaping responses to these changing circumstances that constitute the vanguard of cultural transformation. (Billett and Somerville, 2004.p.318.)

Leontyev (1981) identifies this process of remaking cultures as being a product of individuals' active engagement in and appropriation of particular cultural practices and values.' (Billett and Somervilles, 2004, p 320.) 'Individuals' subjectivity both shapes the kind of changes that occur and is itself shaped by events.' (Billett and Somerville, 2004, p321).

I share the position put forward by Robson,

Critical realism has been proposed as a way forward, acknowledging that positivism has been discredited but avoiding the divorce from science implied by a thoroughgoing relativist approach. It seeks to achieve a détente between the different paradigms of a post-positivist approach within the empirical tradition on the one hand, and less thoroughgoing versions of relativism found in some constructionist approaches on the other. (Robson, 2004, p42)

Realism permits a new integration of what is usually referred to as subjectivist and objectivist approaches in social theory. The former approaches (e.g. action theory, phenomenology, ethnomethodology, symbolic interactionism, interpretive sociologies) emphasize that action is meaningful and intentional, that it is social behaviour, that meanings are social meanings, and that intentionality involves reflexive monitoring of conduct in a social milieu. I do have a great deal of sympathy for these positions especially Symbolic Interactionism but at the same time find they lack political and historical dimension and that they have tended to deny an objective character for society. Objectivist approaches (e.g. the structural functionalism of Durkheim and Parsons), while emphasizing the reality of society, tend to deny the casual role of agency.

Of the various adjectives used to indicate variants of realism, critical *appears* preferable. It is the term used by Bhaskar (1989) in developing his influential realist philosophy of the social sciences. Hence adopting a critical realist stance not only provides a third way between positivism and relativism, but might also help fulfil the emancipatory potential of social research. (Sayer (2000, pp. 10-28) provides an excellent short introduction. See also Collier, 1994)).

Giddens' new integration argues that social structure is at the same time the relatively enduring product, and also the medium, of motivated human action. This allows both subjectivist and objectivist approaches

to co-exist. Giddens (1991) refers to individuals seeking to balance what they encounter with their own goals and interests. I am, however, attempting to use Bourdeiu's and other sociologists insights rather than those of Giddens' as well as taking a Feminist stance as these seem to me to be the most useful and they could provide a meaning system, which helps to explain the situation FE staff find themselves in.

3.2.1. My Reflexivity.

The emergent categories and evidence from my respondents have lead me to a critical theorist, materialist, feminist position. Foucault (1979) suggests that individuals become subjected to the social world through discourses and discursive practices of the social, primarily through language. In this way the stories that people tell about themselves and their work are very important. It is this level of discourse which interests me as I want to examine how people construct their social world and create meaning for themselves and others.

I also want to analyse the factors like class, gender and ethnicity which inhibit them and so I am interested in looking at Bourdieu's (1991) concepts of social and cultural capital, habitus and field as well as symbolic violence. (These concepts are explained in Appendix A and used in the discussion chapter 5.) People, unlike the objects of the natural world, are conscious, purposive actors who have ideas about their world and attach meaning to what is going on around them. In particular, their behaviour depends crucially on these values, ideas and meanings, their discourse and habitus. Traditionally, what you bring to the research from you background and identity has been treated as *bias*, something whose influence needs to be eliminated from the design, rather than a valuable component of it' (ibid. p. 27). I believe in what Lofland and Lofland (1995) call 'starting where you are'. As Kirby and McKenna (1989) put it:

Remember that who you are has a central place in the research process because you bring your own ethnicity, race, class, gender, sexual orientation, occupation, family background, schooling etc. to your research (ibid, p46).

My research will also be affected by my personal political and value position, which is that I am a socialist and feminist committed to equality and change through education. I am also committed to the transformational possibilities of FE. and have seen a great deal of evidence of this in my work over the last thirty years. This transformation could mean that the experience of students and staff can be powerful enough to change their view of themselves and others so that they live differently and more fully. For some it will be the acquisition of new skills and self confidence and for others anew way forward and a wider career choice. Doing my 'A' levels in an FE college did this for me. I will do all I can to make sure that my research is as value free as is possible but I am still aware that values inevitably creep in and so following the advice of (Becker, 1975) I think it best to pre-warn my readers. I am indebted to thinkers like Oakley, (1981), Roberts, (1989), Hey,(2004), Finch, (1997), and Miese,(1997), in this area. I believe that feminists should be able to use the whole range of methods any other sociologists would use but as they say, carried out in a more egalitarian and emancipatory way. I also, like many of them, think that there is something special about the act of interviewing other people which lends itself to feminist research. I find interviewing and participant observation to be more environmentally valid and they feel more real and natural. This political position of mine means that I have further ethical constraints which I willingly accept. i.e. I want my research to be emancipatory and empowering. This will also have an effect on the language I will use both in the research and the thesis. (See for example the work of Strachan, 1993 or 1997).

Bryman (2008) following the work of Wilkinson (1998) suggests that there is something empowering about the use of Focus groups and these are therefore used by feminist researchers. He also refers to the

work of Madriz (2000) who argues that the method can be used to give a voice to underrepresented and lower social class groups as this gives them an opportunity to make sense of their oppression and vulnerability in a group setting. It is not necessarily the method you choose but the way you carry out your research which counts.

The feminist post-structural critique of epistemology is one of ongoing questioning, a scepticism about the relations of women to power, truth and knowledge-a permanent political critique that has no end. (Adams St Pierre, 2000. p. 500).

I would have liked to have been able to do Action Research (see Stenhouse,1975, McNiff, 2005, etc.) as I wanted the research to be directly emancipatory for the staff and students. This would have fitted my personal and political stance more closely but it was made clear to me quite early on in the study that 'the College' (case study 1) did not need my research and would not necessarily support my position and that in any case I did not have enough power to make the changes that I would have liked to make and I thought necessary. Despite not being able to do Action Research I have tried to be as empowering of my subjects as is possible given the hierarchical position I found myself in and the uneven power relations which always exist between researcher and researched.

I share Robson's view that being scientific means:

that the research is carried out systematically, sceptically and ethically: *systematically* means giving serious thought to what you are doing, and how and why you are doing it; in particular, being explicit about the nature of the observations that are made, the circumstances in which they are made and the role you take in making them; *sceptically* means subjecting your ideas to possible disconfirmation, and also subjecting your observations and conclusions to scrutiny (by yourself initially, then by others); *ethically* means that you follow a code of conduct for the research which ensures that the interests and

concerns of those taking part in, or possibly affected by, the research are safeguarded. (Robson, 2002, p18).

I am committed to the idea of collaborative research even though it was not possible for me to manage such a project this time round, I share Robson and other's position that;

A commitment to carrying out research in an ethically responsible manner, while it might not be viewed by some as a defining characteristic of a scientific attitude, appears to me to be central. You are working with people and may do them harm. Such empirically based, systematic, sceptical and ethical research should, in the real world, also be in some sense influential or effective if it is to be worthwhile. (ibid, p.19).

3.3. Ethics and Legal Considerations.

I have as far as is possible worked within the limits of the BERA code of Ethics (2005) and the 1994 version before that as well as the ethical code of the BACP (British Association of Counsellors and Psychotherapists) for the interviews which I would normally practice at work. I have always made it clear to all concerned that their cooperation is voluntary as far as interviews, case histories and focus groups are concerned and reminded them on a regular basis that I was doing research about FE staff, including participant observation field work (in all three colleges).

There were and are ethical constraints on what you as a researcher see and whether this becomes evidence or not. I found this a problem with jokes, e.g. if I know the person then I also had an idea about how serious they were if they said non politically correct things. There are also always issues or the researcher as 'agent provocateur'. There is a high level of subjectivity in deciding that some things are relevant and others can be ignored and I expect these even change from day to day and week to week as the researcher becomes desensitised or bored or

just tired. This could be part of 'going native.' I found the act of just watching and making judgements and sometimes notes very draining and time consuming.

For research to be moral and ethical according to Giddens:

The research relationship is between equals and is not exploitative: the client organization is not being 'used' merely to develop academic theory or careers nor is the academic community being 'used' (brains being picked). There is a genuine *exchange*. The research is negotiated. (Giddens, 2005; p.121)

Many of the interviews took on an almost confessional or counselling type feel and I am conscious that I need to be very careful with the very sensitive and confidential nature of their contents relating as they do to vulnerability of the interviewees. They trusted me and I need to uphold that trust. All the names used from the colleges to the names given to interviewees are pseudonyms, in order to achieve anonymity and confidentiality. I am aware that all those who were interviewed know me to be a teacher of counselling as well as social sciences and so may well have felt that they were in a quasi counselling session. Indeed I am sure that I used counselling skills to progress the interviews as these have become second nature to me, as a trained counsellor and a person teaching counselling skills to others. The one I use as a person centred non directive counsellor (See work of Rogers 1967) are not much different than the skills needed for a one to one interview or a good tutorial, anyway. This could also explain why many of them thanked me for listening, as they could have seen the process as cathartic or at least therapeutic. As a trained counsellor I was able to apply both the ethical code (BACP) support skills to those who became upset during the interviews. Every one left my office in a fit state to continue their work and many said they felt better for 'getting it of their chest' as they had no one else to talk to about these issues. I have chosen to give the flavour of these sessions rather than

transcribe and quote directly from the very personal and private parts, so hoping to preserve their confidentiality and anonymity. There were in-truth, because I had chosen to let them create the agenda, many sections which were about their past or their home lives which were not relevant to this work. I am also trying to maintain their dignity with their work colleagues, who may read this. I therefore only transcribed that parts I thought relevant to their work situation. The overall impact of these interviews on me was shocking and I felt that I had a duty to do something about the situation but soon discovered that my power was limited in this respect and that management were not interested in my findings.

Unlike Finch (1997) who said that she thought the personal richness of her interactions was because she was a woman interviewing women, I found the same effect with the men who agreed to be interviewed while two of the women I interviewed were very guarded. Maybe it is because it is a woman asking the questions in a friendly, interested, concerned manner. I do not think this is particularly unethical, after all I was only being myself. I found that most people wanted to tell their story and were very grateful to have someone to listen. Like Finch (1997) most said they now felt much better having unburdened themselves and thanked me for listening to them and taking them seriously.

The participant observation was a much harder one but as all observed sessions were in effect in the public domain and I had on numerous occasions said that I was doing research I feel that I have at least not intentionally invaded anyone's privacy. I have taken care not to misquote or de-contextualise anything said. I have found myself in a harder position when it came to casual utterances, especially when they contradicted the official line being given at meetings or during the taped interview sessions. One respondent even commented at the end of an hour long interview when the tape was turned off that that had been 'a load of cobblers'. I am still unclear how to use such material and how to reconcile the contradictions.

I acknowledge that:

The personal experience of just looking must be transformed into public an event by the systematic recording of what we see and by subsequent analysis and interpretation. By thinking through and writing down exactly what information we want to collect, how we are going to collect it and what we think it will demonstrate, we begin to make explicit our underlying assumptions about what is going on. As a result, we open up opportunities for ourselves and others to examine our assumptions, to challenge them and offer alternative viewpoints. (Simpson and Tuson, 2003; p.3)

This is all part of the ethical research process.

All my respondents whether they were peers who I interviewed or the students in the focus groups had provided informed consent to the work and all were willing contributors, who were able to understand the informed consent they were giving. Some students did choose to leave the room rather than join the focus groups and many staff refused to be interviewed when I asked them. Some people did not return their questionnaire forms and I assume those who did were willing to be part of that survey.

3.4. The Methods and Research Design Used in this Research.

Table 1. An overview of the research methods used showing where the methods and respondents fit together.

Methods used	Respondents	Location	Date
Case Study 1			
Participant observation	All formal meetings, training sessions, class room observation, etc. At least four per week for four years.	South Country College	1997-2001.
Interviews	SLDD staff group. 4 teachers and 3 Learning Support Assistants.	South Country College	1998.
Interviews	2 people from each faculty (8) plus 8 others covering all subject areas in my faculties.	South Country College	2000.
Stress Survey	33 staff members not covered by interviews and ranging across all faculties.	South Country College	1999.
Student Focus Groups	One group of full time (16-19 year olds) and one of part time (mature) students.	South Country College	2000.
Tutorial managers	26 tutorial managers (these were mainly female) from	By post to members of the	2000.

Survey	across England from 26 different institutions. 19 sent replies.	FENTO Good Practice in Tutoring Group.	
Case Study 2		Urban College.	2000-2002
Participant Observation	All formal meetings, training sessions, class room observation, etc. At least two meetings and six classroom observations per week for two years.	Urban College	2000-2002.
Interviews with staff trainers	4 full time and 1 part time staff trainer.	Urban College	2002.
Focus Groups	3 focus groups of ITT students who were also teachers in post compulsory education.	Urban College	2001.
Case Study 3			
Participant Observation.	In staff rooms, canteen, LRC and at meetings.	South of England College	2002-2009.
Cross college.	Observations in meetings.		
Observations at national	Conferences and training sessions ranging from	I was a delegate at a variety of	1997-

conferences and training sessions	SCILL to NATFHE (later UCU), SCETT to UCET and the TTA as well as FENTO and one off sessions on curriculum or management issues. Other delegates.	conferences and training sessions in all of the posts during this period.	2009.
Key Informant interviews.	4 key players who have / had a cross college remit in their institution. All had been working in FE for more than 15 years.	They worked for 4 unnamed colleges in the South of England.	2000, 2006 and 2009.

3.4.1. The Case Study as a Research Design:

I chose to carry out case studies as 'Contexts are unique and dynamic, hence the case studies investigate and report the complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance,' (Cohen et al, 2003; p.181).

These case studies are flexible and largely qualitative in nature with elements of ethnographic practice and some strong elements of grounded theory research. In order to triangulate I used a combination of participant observation, semi and unstructured interviews, and a survey on staff attitude and stress in one of them. A national survey of tutor training manager's in twenty six colleges was used to try to establish the generalisability of my findings. I also did an analysis of the official documents and records of the colleges in question. I also at times tried to use focus groups and individual life histories.

Given my position as a lecturer and middle manager it was obvious that I would want to make use of my role in order to do meaningful research and that if I did so then a case study approach was the most appropriate given the research question or area I had identified as of interest as 'It provides a unique example of real people in real situations.' (Cohen, 2003; p.181) and 'It illuminates the general by looking at the particular.' (Denscombe, 2002; p30). I accept as Blaxter, Hughes and Tight (1997), argue that one needs to work against complacency as the researcher immerses themselves wholly in the detail of the case study. I was in fact new to all three settings when first doing each case study which meant that I saw with new eyes and had not yet gone 'native' in that setting.

I was in a quite different position from that of many of the more recent writers about FE who were trainers in a HE setting coming into FE to research. I was a participant as observer. This of course also had its drawbacks like my either going or in fact already being 'native.' (Whyte, 1976). However, as a lone researcher anything larger would have been out of the question. I also felt that given my commitment to seeing the world through the eyes of participants close up, qualitative methods would have to be used. Given this then the case study became the obvious research design. It also made a great deal of sense to me to use grounded theory research and a flexible design which would allow me to alter my methods as I felt the research questions required and change the focus as emergent categories became evident.

My approach was largely that of a researcher who, 'Seeks to capture, interpret and explain how a group, organisation or community live, experience and make sense of their lives and their world.' (Bentz and Shapiro, 1998; p117). It typically tried to answer questions about specific groups of people, or about specific aspects of the life of a particular group. Valsiner (1986; p11) cited in Robson (2000; p179) claims that 'the study of individual cases has always been the major (albeit often unrecognised) strategy in the advancement of knowledge about human beings' (Robson, 2000; p.179). I had no particular hypothesis to test but a gap in the knowledge base due to the dearth of material on FE at the start of the

research and so Grounded Theory with its emphasis on developing theory from the emergent material fitted best.

3.4.2. Design Process Decisions.

I felt that anything other than a flexible design would be seriously limiting as has been suggested by both Robson (2003) and Bryman (2004).

Having decided on this research design, I was then able to choose different methods as the research question seemed to dictate on the basis of grounded theory practice analysing the emergent categories as I went along. I was aware of the ideas of Glaser and Strauss (1967) and this method seemed the most appropriate given the lack of previous research in this area and my desire to create theory from the bottom up. I did not have a fellow researcher to check emergent categories out with but did manage to discuss them with many of my informants. While this was a theoretical device it also served an ethical purpose making sure that I had not used their data out of context or wrongly. I was very aware of the need for triangulation and wanted to increase the level of reliability and validity and keep it 'real' and meaningful for the participants.

According to Robson:

In flexible designs, there should be a repeated revisiting of *all* of the aspects as the research takes place. In other words, the detailed framework of the design *emerges* during the study. The various activities – collection and analysing data; refining and modifying the set of research questions; developing theory; changing the intended sample to follow up interesting lines, or to seek answers to rather different questions; and perhaps even reviewing the purposes of the study in light of a changed context arising from the way in which the other aspects are developing – are all likely to be going on together. (Robson, 2003; p.8)

One threat to reliability is the Hawthorn Effect. I know that at times there must have been a Hawthorn Effect but as the research lasted for such a long time I that tried to ensure that the effect must have worn off at least as far as observation was concerned. It is common knowledge that people do behave differently when they know that they are being watched but it is also the case that this effect is one of diminishing returns and so the longer one watches for the less becomes the effect of watching. I know at times people who were being interviewed said things that were more like the official line than their usual discourse which I overheard in the staff room or they openly said when they assumed that no manager was listening. It was the kind of thing they might be expected to tell a stranger or an inspector and it may well be that their being taped caused this situation to worsen. The advantage of being 'an insider' was that at least I know this disparity existed an outsider would not.

3.4.3.Triangulation.

I feel very strongly that a key factor in reducing threats to validity is triangulation, as is suggested by many writers on research methods (e.g. Robson (2004), Bryman (2003) and Cohen and Mannion et al. (2006). Human behaviour is a complex phenomenon to research, and in order to gain meaningful insights from which conclusions can be drawn, a variety of methods are often used. When considering triangulation in practice, the researcher must ensure conceptual and semantic consistency across the range of methods.

I accept that as Gillham says, 'results from questionnaires can have a 'thin, abstract quality rather remote from the reality of peoples lives.' (Gillham, 2000; p.81). This I tried to compensate for by also doing a participant observation of the groups who I sent the questionnaires to. I have tried to intersperse this rather dry material with the more vital real live observations.

According to Gillham:

A multi-method approach has the potential of enriching (as well as cross validating) research but it is more difficult to blend all of this together in a coherent report.' (Gillham, 2000; p.84)

All methods have both advantages and disadvantages and the main reason for using so many was to try to overcome these limitations. It is always a trade off as research is the art of the possible. However, in doing this I left myself with the problem of how to prioritise the answers given. The methodology text books suggest that qualitative methods are more valid but less reliable while the quantitative methods are more reliable but less valid. While there is a conflict over validity and reliability there is also one with time and effort.

In short there is a tension here between the originality and discovery and validity of the verbal data, and the economy of time and effort and money in gathering the data (Gillham 2000; p4).

I have chosen to spend much more time on qualitative methods like participant observation and long semi or unstructured interviews but have used survey methods as a back up to add a much broader view.

Surveys give you large-scale data that are relatively superficial; case studies give you in-depth data with limited claims to representativeness; the two methods are often combined (particularly illustrative case studies supplementing large-scale surveys) (Gillham, 2004; p.16).

3.5.1. Introduction to the Methods Chosen.

The process began with my taking field notes and being totally immersed in case study one site, this being my exploratory phase and fortunately my being new to the setting. I soon began doing what I had intended to be the IFS, which was a pilot study of the staff in the Students with Learning Difficulties and /or Disabilities (SLDD) discrete provision. I picked this group as they taught a group of students who were seen by many of the rest of the staff as problematic and they also had a higher than average

level of mental health issues as well as one group who had all been diagnosed as having Emotional and Behavioural Difficulties (EBD). I did a series of interviews with a range of staff and these helped me become clearer about exactly what it was I was trying to investigate and to better understand their world view.

3.5.2. Participant Observations.

My roles in the institutions were vital to my role as practitioner researcher and I was a participant as observer in all contexts. I was an 'insider' doing 'insider research' on the practice of my peers. The actual research was in the form of case studies at three distinct and separate institutions. Case Study one lasted for four years and took place at a fairly typical medium sized F.E. college in the South East of England, which for ethical reasons I will call South Country College. It shared many of the characteristics of other medium sized colleges in small town settings.

The second case study college was much larger and located in a large multi-cultural London borough and I will call this, for reasons of confidentiality and anonymity, Urban College. In both cases I spent a lot of time in discussion with colleagues and students and took notes at all meetings, staff development sessions and anywhere where I thought I could get valuable data and was legitimate to do so. I assumed that this was ethical as it was all in the public domain and I frequently made my role as an observer quite clear to participants on a regular basis. Using field notes from informal participant observations, on the other hand, proved to be an ethical potential minefield, as it involved a blurring of boundaries between my normal role and that of a researcher and left me with a constant dilemma of what it was right to use as evidence. So ethical decisions were made at the collection stage and again at the analysis and later also at the write up stages. A lot of material was discarded as being too personal and not relevant.

For the past seven years I have worked within another F.E. college and have been able to interview staff as well as listening to their day to day concerns about their work and roles, although I was not employed by that college I did share library, canteen, staff room space with them as part of our partnership agreement.

I chose to use this qualitative method as Robson points out:

A major advantage of observation as a technique is its directness. You do not ask people about their views, feelings or attitudes; you watch what they do and listen to what they say.' (Robson, 2000; p.310).

However, I also asked them questions in all three settings. I recognise as Robson (2002) and many others have pointed out that a major problem with this method is the effect that simply watching people has on their behaviour but hope that the longevity of my research partly overcame this Hawthorne effect. There is always a compromise to be made between reminding people that they are being watched (for good ethical reasons) and expecting them to act naturally. I feel that on balance the advantages outweigh the disadvantages of this method, being very time consuming and having threats of subjectivity.

In this type of study it is necessary as suggested by Robson (2000) and Bryman (2004) to begin by simply taking field notes, in the observation setting and to evolve a set of categorisations for the behaviours or interactions recorded as the study proceeds.

Observation was a central tool but by no means my only one. As can be seen from the chart I include at the start of this chapter. Participant observation allows us to enter the world of our subjects and share their meaning system. I did have an ethical issue about just when the participant observation actually stops and just what counts as evidence. Do I include material from staff room conversations or even material from talk down the pub which I have over-heard? I decided that only material which had been freely and knowingly given to me was legitimate. Although

it would have been interesting to be able to make use of the other unguarded clandestine material.

As well as my observational field work in the college settings I was also fortunate enough to represent South Country College on a project run by the Further Education Training and Development Agency for improving tutorial provision, which gave me access to their meetings and an ability to contact and network with over 30 people in a tutorial management position from a range of other colleges. This gave me a national perspective for my observations. I was also able to become a member of the Mental Health Sub -committee of SCILL (The organisation for students with disabilities) and so do some observations there. While at Urban College I was the college representative at FENTO training sessions. I have also been on several more recent NATFHE (now UCU) training for disability officers courses as well as local 'rep.' training and was thus have been able to update my raw data. These national sessions and the Conferences I attended e.g. TDA or UCET ones gave me the opportunity to observe and talk people to from colleges from all over the country and thus gave me a national perspective rather than the possibly narrow one from only two or three colleges. They also enabled me to see how typical my case study colleges were, while they obviously had their own perculiarities they together turned out to be a reasonable cross section of colleges, judging by comments made by attendees at all the above national conferences the concerns and comments of staff quite seem typical of FE colleges in general.

Like all participant observers there were periods when I forgot to observe or was simply too caught up in my job to be able to take time out for reflection or even make good field notes (see Whyte, 1967, 'Street Corner Society' for a more extreme version of this). I tried to commute between the participant and the participant observer role. With participant observation one also needs to 'commute between being involved and being detached.' (Simpson and Tuson, 2003; p.14).

Despite having been pre-warned I also ended up with a mountain of data to analyse. I was, however able to reflect and change my emphasis as I collected in more data. I was also able to apply different theories as I saw more of the jigsaw. I was glad that I had decided on a flexible approach to research methods and was able to change and add more methods as the need arose.

I had insider status, credibility and access to the people who I wanted to study. As Simpson and Tuson (2003) point out 'Observation can often be difficult and complex, but it is also one of the most versatile ways of gathering information.' (Simpson and Tuson, 2003; p.4). It also allowed me to see the world from their perspective and make use of my own subjective experiences, as an aid to understanding their/our view of the world. I was able to share their discourse. I was able to experience first hand their fields and discuss their habitus, (although this happened much more in the interview settings).

I accept and was aware of my own limitations, feeling that:

... it has been amply demonstrated that what observers 'see' is not determined simply by the characteristics of the thing observed; the characteristics and perspective of the observer also have an effect. (Robson, 2002; p.21).

Unfortunately, I was not able to consistently share my observational task with another observer or co-researcher but I did investigate other's meanings and interpretations of reality as often as I could by asking them what they meant by certain comments and asking for their opinions on meetings, etc. My use of triangulated methods enabled a more complex picture to be created. Having been open about my research meant that I could ask people what they had meant after a meeting, without causing offence or blowing my cover. Most were surprised that anyone had listened and bothered to take notes.

3.5.3. The Interviews.

Interviews as a research method have their advantages and limitations. As Cohen *et al* (2007) point out, interviews are neither subjective nor objective but 'intersubjective,' that is, they allow both interviewer and interviewee to 'discuss their interpretations of the world in which they live' (p.267). The interview is more than just a data-gathering exercise, and can have an emotional or intellectual impact on all participants. The unique situation of the interview may mean that interviewees' identity is created rather than revealed through narrative. A unique or unreal situation like this may lead to unique or unreal responses and interviewers need to work at keeping the interview real. I am keenly aware as Gilham points out that:

The relationship between beliefs, knowledge and actual behaviour is `not a straightforward one. What people, say in an interview is not the whole picture; adequate research and, in particular, adequate theorising, needs to take account of that. (Gillham, 2004; p.94)

While these were a major part of my collection tools I agree with Cohen *et al*. when they suggest that:

... no matter how hard an interviewer may try to be systematic and objective, the constraints of everyday life will be a part of whatever interpersonal transactions she initiates.' (Cohen *et al*., 2000; p.268)

'Because interviews are unique conversations between people wherein the usual rules do not apply' (Welford, 2004; p.87). There is an almost automatic power imbalance, which may be reduced by the interviewee and interviewer actually knowing each other and trusting each other, as was the case with all of my interviews (See Strachan (1993), for the feminist case for interviewing people you know).

Cohen *et al*. describe how:

...the interviewer typically defines the situation, the topic, the conduct, the introduction, the course of the interview and the closing of the interview. (Cohen et al., 2003; p.279).

In order to try to overcome this problem the interviews were either semi or verging on unstructured and non directive and lasted between 35 minutes and 1 hour 20 minutes depending on how chatty the person was and how much time we had. This gave the more of the agenda over to the interviewee and so gave them more power. Most were about an hour long. The majority were taped and took place in my office, although three or four took place in their own offices and one in a person's home. As Cohen points out 'The interview is a social interpersonal encounter, not merely a data collection exercise,' (Cohen et al 2000; p.279). Only one person agreed to be interviewed but not taped and I took notes on that occasion and she was the least forthcoming of all my interviewees and the only person to seem uncomfortable with the process. Several people all but one being men refused to be interviewed. Most managers said they were too busy. I usually began by asking people to tell me about their job and at different times asked them about previous experiences and about their feelings and any changes they had experienced in their work. Most told me about their qualifications and work experience and many about their personal life although I had never asked for personal material in that sense, I only ever asked about their work.

As one interviewee covered one part of the ground so the next often shed more light on it or opened up new areas and as the interview progressed the same areas of concern kept coming up again and again. I enjoyed these 'conversations with a purpose' and they not only enriched my research findings but made work much more human and bearable and I felt much closer to the people I worked with and privileged to be able to hear their stories

As Gillham says

...control in the sense of management is fundamental to skilled interviewing. Even so-called 'no-directive', interviewing

constructs a direction from the material brought up by the person being interviewed. (Gillham, 2004; p.1)

He also makes the point that 'in a sense the structured-unstructured dimension is false. Expert interviewers always have a structure, which they use flexibly according to what emerges.' (Gillham, 2004; p.3).

Certainly, I had an idea of what I thought was relevant but fortunately allowed my interviewees to digress and am now very glad that I did as it has given me more data to analyse as the central concern of the research has evolved so my ideas of relevance have had to change.

The best part about interviews is this richness and vitality which gave a real feeling of the person being interviewed in a way which questionnaires and even structured interviews rarely do. I am also used to interviewing as part of my job and also as a counsellor. These advantages of course have to be balanced by the time they take to do and more importantly the time they take to transcribe and analyse. I enjoyed the analysis but not the transcription stage.

Gillham suggests that:

Skill in any medium is characterised by certainty and a quality of 'naturalness' and this is what you are being—responding naturally to the person you are interviewing, who will sense your interest and concern. The fact that you are technically practiced doesn't detract from the dimension of naturalness. Nor does the fact that you are being deliberate and purposive. (Gillham, 2005; p.4).

I am of course also aware that, like all other methods, interviewing, especially the less structured, as mine were, can have disadvantages. The major ones being that you end up with a mass of material and then have to spend a very long time processing this and making decisions which may well be seen as subjective about the relevance of some material above that of others. There are also the issues of interviewer bias in the body language you use and the difference in wording which could exist between

interviews. I am aware that I said very little in some interviews but had to use prompts in others, where the interviewee was less gregarious. Some lasted just under an hour and others an hour and a half, again depending on how talkative the respondent was. Despite these problems I would choose either unstructured or semi structured in future research if I wanted their internal sense making data and world view.

I am aware that although I had a structure in my head and had some predetermined probes, I often did not need to use these with the more talkative interviewees but did use them if the conversation dried up. Obviously there is then an issue of comparability and subjectivity or interviewer bias. I did however as far as was possible give the agenda to the interviewee. It was up to them how much or how little they chose to say.

According to Gillham:

It is a curious fact that people are, in general, far more willing to devote an hour and a half to an interview (even if it is of no benefit to them) than to give fifteen minutes to the completion of a questionnaire. And that ‘..it is only in discussion that people can work out and express what they feel or believe. Opinions and feelings are often vague and ill-defined.’ (Gillham, 2004; p.52)

Some interviewees came back to me the following day to tell me that they had thought through something and wanted me to add it to their interview tape. As an extra ethical measure and for the sake of validity I offered all interviewees the chance to listen to the tape but all declined some saying that they would read the finished work, others that they trusted me and others that life was too short.

3.5.4. The Focus Groups.

The method I decided to use with students was focus groups. These are in many ways another form of interview but I chose to use them in order to step back from the process and allow my respondents more of a voice.

The group aim was debate and share opinion not necessarily to reach any consensus points. The situation was relatively unstructured but I acted as facilitator and note taker.

According to Krueger (1994) in Litosseliti a Focus group interview is:

...a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non threatening environment. (Litosseliti, 2003; p1).

Focus Groups, while used by many researchers simply as a time-saving device for gathering data from several subjects at once, have the advantage of increasing reliability through group dynamics. Instead of the researcher asking questions of each person in turn, the group are encouraged to discuss a specific issue. According to Kitzinger (1995), the method uses the interaction within the group to explore people's opinions and experiences, examining 'not only what people think but how they think and why they think that way' (p.299). It is also relatively easy for the researcher to identify a consensus of opinion within the sample. This method is said to have its own intrinsic quality control mechanism, as participants tend to put a brake on members of the group expressing extreme or unsubstantiated views.

Participants also tend to find this method more enjoyable than other forms of research, as they feel empowered and stimulated by the discussion, because they are able to voice their opinions in their own words (Robson, 2000). Some writers say that they are especially good for teenagers. It was an attempt at reducing the hierarchical difference between the interviewer and the students. This is particularly relevant for my sample, in

the light of the lower status of the group members. I also hoped that using them would reduce the Hawthorn Effect.

However, the group interview situation needs to be managed carefully by the researcher, ensuring that all participants are included, guarding against bias caused by the domination of one individual or sub-group, and steering the discussion away from tangential diversions. The main limitation of this method is that fewer questions can be addressed than in individual interviews (Robson, 2002; p.285).

The literature warns about how certain louder members of the group can dominate and that was certainly my experience. In the end I only did two at South Country College, as they proved to be nearly impossible to transcribe and my equipment was not sophisticated enough to pick up the quieter or more distant voices. I could not remember who had said what and soon gave up. They also seemed to be giving me the official line this was possibly also a factor of Focus Group effect. They all said the college and its staff were wonderful their tutor was always there for them. One interesting aspect to emerge was that there was no real difference in attitude or needs expressed between the two groups, despite the fact that one group was a full time largely 16-19 year old group and the other a mature part time one. They did however, have quite strong feelings about who would be good tutors and what a good tutor could achieve and that a tutor was necessary.

However, I did change my mind and tried again in Urban College, where I did three focus groups, this time with trainee teachers. I did not try to tape record these but took notes of points made but again was not able to note who had said what. Again some dominated the conversations but generally this was a more democratic situation with less dominance by the leaders. None the less, the information I was able to get was very interesting and useful as an insight into the aspirations and fears of groups of mainly new FE teachers. While I had no numerical figures for who

agreed there was a lively level of discussion and most seemed able to state their position, especially in the first group where two camps emerged one being the older more established workers and the other a newer cohort and things got quite heated. The other focus group were more homogenous in terms of their teaching experience and views.

3.5.5. Documentary Evidence.

Another major source of information was that gained from written documents. This method as Robson (2002) points out is unobtrusive and non reactive and allows a window into the official version of reality. These documents are usually freely available in the public domain and tend to be designed to be easily read. These include prospectuses, faculty reports, F.E. and OFSTED submissions, Equal Opportunity Documentation. etc. (Please see Appendix C for a list of those used).

The college documents, which were not accessible to the public but were part of our day to day work could have some ethical issues as they were private and needed to be kept anonymous. e.g. I did content analysis on a wide range of official documents including SEN statements and students own SEN needs analysis sheets created by the SENCo. These gave me a poor return on time spent on them as all gave the official line, which I knew from my participant observation was not always followed.

Again although I do not spend time here recounting these documents I did analyse them as I went along and they informed my thinking and they will have changed the way the research developed. What was said was fairly predictable and followed the LSC line. As a form of official discourse they were vital (if a bit boring) and as such invaluable as a comparison with the real world discourse and observed reality. They seem to me to be the story that the institution tells itself or maybe the one the management tells the inspectorate, staff and other key stakeholders.

3.5.6. The Questionnaires.

There were two occasions when despite my preference for qualitative methods, questionnaires seemed more appropriate for as Gillham says:

Surveys give you large-scale data that are relatively superficial; case studies give you in-depth data with limited claims to representativeness, The two methods are often combined (particularly illustrative case studies supplementing large-scale surveys). (Gillham, 2004; p.16)

However, as he suggests that 'it is easy to construct a questionnaire but much, much harder to make one which does the job you need it to.' (Gillham, 2000; p.1). In short validity can be problematic as for example not all the respondents read the question the same way. He goes on to say that it is the most abused of all the research methods as most people think that they know what they are doing and that questionnaire construction is easy and a 'quick fix..' (ibid; p.1).

My concern for validity and reliability is no less in this area than the other more ethnographic methods. A questionnaire can be an efficient research tool in terms of time and resources, allowing a wider subject sample; analysis of closed questions is relatively easy, and anonymity and confidentiality can be assured, resulting in greater reliability as the respondents are free from inhibition and embarrassment (Gillham, 2000). Most of the disadvantages can be avoided with careful planning: ambiguity, researcher bias, sampling problems due to an incomplete response, questions open to misinterpretation, and inability of respondents to complete the questionnaire due to disability or other personal issues. I had of course done a small pilot sample to try to minimise any of these issues e.g. making sure that the questions made sense to a range of people within my own college who would not be required to answer the questions as part of the survey and so would have fewer vested interests.

Another issue is that almost all of us talk much more easily than we write which could be an issue here but given the educational level of the target

group this should be minimised too. I tried to encourage free and honest disclosure by writing a letter to the sample explaining my research interest and promising confidentiality.

I accept as Gillham (2000) points out that both interviews and questionnaires are self-conscious things,' (p.4) which may yield self-conscious answers which are artefacts of the methods used and are removed from a natural context and lack the genuineness of lived experience. But I never-the-less feel that they can contribute to the overall understanding of a setting. They do however, only represent what one person from any institution had to say at one point in time but at least they should have been experts on the subject and known what they were talking about.

3.5.6.a. The Stress Audit Questionnaire.

I chose to use questionnaires for the stress survey as I wanted to give my respondents privacy and anonymity, which they could not have got in an interview setting. It also allowed me to reach a wider audience than the interview group alone would have.

I decided that I would like to have an overview of the stress levels of staff as this was a very common theme in the individual interviews and so created a questionnaire around these issues. I chose to do a pilot run with a group of teachers on the Doctorate in Education course and as a result adapted some of the questions. I reduced the number of questions being asked as some were a bit repetitive and I felt that I could not expect people to spend that much time answering and also made the instructions clearer to follow. Next having made the alterations, I sent out a letter with the questionnaires explaining why I wanted the information and the ethical guide-lines I was working under. The sample I chose was my faculty members (people I did not intend to interview) and 10% for other faculties, assuming that if they did not recognise my name they may well not return the completed questionnaire. Of the 35 I sent out 29 were returned. I think

the high response rate given all the other calls on people's time but would of course have liked a better one. This could have been a reflection of their stress levels as was evident in the things they said. (a copy of the questionnaire with aggregated replies can be found as Appendix F).

3.5.6. b. Tutorial Manager's Questionnaires.

Towards the end of the research in the first case study college I was able to send a questionnaire to the members of the Further Education Development Agency Tutorial Good Practice Group and nineteen of the twenty six I sent out were returned which could indicate their level of commitment to the tutorial process. I chose to survey this group as my original interest had been in the tutorial and pastoral role of staff and how this could be better performed. I chose this method as the respondents were spread over the whole country and I was not in a position to travel to interview them. In fact it was their diverse settings, which made the method worth doing. I posted the letter explaining the ethical and research issues to everyone in the group along with the hard copy of the questionnaire and a return envelop. I was lucky that it was a small enough group that I did not need to worry about sample size as I sent it to all of the group members.

I was careful to make sure that in taking control of the agenda I had already interviewed several people on their views on tutor training so that I could be sure that the questions I asked were the most relevant for the target group the questionnaire was being used with. I piloted it with the other two tutorial managers in my college and made one or two minor changes to clarify what I was asking them. I was able to overcome one to the main disadvantages of the questionnaire, which is the very low response rate by sending it to a group who I knew had a vested interest in gaining knowledge on the subject and already had expertise which I could elicit. I was also able to overcome the issues of lack of comprehension as I

hoped we all shared the same jargon. This would of course mean that they were not normal respondents but then what I needed was their expertise as group of key respondents.

In compiling the questionnaire, I was particularly concerned with what Cohen *et al* call 'its ability to catch what respondents want to say rather than to promote the researcher's agenda,' (2007; p.246). I was also aware that, as my respondents had heavy demands on their time, I would have to make it fairly short and user-friendly because ultimately I wanted every tutorial manager in the sample to complete it. I also had to keep in mind exactly what I was aiming to find out. The information I needed at this stage was largely statistical in nature. e.g. How many hours training do new tutors get? Do you have a mentoring system for new tutors? Does your college have the services of a counsellor? It was designed to ascertain whether the College I was studying was typical in its structures and practices to others in the sector. In short I wanted to know how generalisable my findings might be and also get some information on good practice. The completed questionnaires suggest that the practice at the college under investigation was pretty typical of those who saw tutoring as important enough to send a representative to a series of training sessions for improving tutorial practice. This leads me to be more confident about making generalisations from my small scale study. Indeed conversation at those meetings also made me more confident that my experiences of working with a range of mixed tutors was fairly typical of a medium to large mixed F.E. college.

3.5.7. Individual Case Studies/Life Histories.

While these are used routinely in counselling, psychology, child development and social work they are less common in educational research, which tends to lean heavily on the sociology of education for its theoretical methodology. Much less has been written in the methods texts

about this rather psychological method. It is by its very nature a form of case study but a non generalisable one which is subject to all the problems that case studies have, as well as other more ethical ones of working with very vulnerable interviewees. I was hoping to use this method as a way of giving a voice to students who were otherwise just seen as being a problem.

Early in the research, I was able to take the individual case studies/life histories of four students, including their experiences in education and their health issues. They did of course give full informed consent and all were adults. I am now not sure that they all had the capacity to give informed consent, although they gave their consent willingly. This was time consuming and only told me what I already knew i.e. that if tutors are willing to be supportive and the college would make reasonable adjustments then they could succeed. All had been referred to college by their psychiatric social workers or psychiatric nurses saying it would be good for them and some had been advised by them not to mention their illness at admissions interviews or to their tutors early in the courses. I chose them as they were students I saw on a regular basis who seemed to be happy to talk about their situation and yet were the very group other staff complained most about. Staff unsurprisingly found this situation a hard one to cope with as no one knew what they were dealing with. There were/are serious potential health and safety issues involved here.

In the end I decided not to use this information that I got from the four students with mental health problems mainly for ethical reasons. I felt that they were too vulnerable to be exposed and their identities would be hard to conceal given their very individual case histories. There was also an issue of their reliability as their stories varied with in the interview session and between meetings. I knew they would be partly determined by their mental health status at the time of interview. By their being in college to be interviewed they were having a 'good day' but not necessarily a 'normal day' for them. I did find their stories very moving and useful as they have enabled me to be clearer about their needs when creating staff development material and so were very worthwhile.

3.6. Choosing The Samples.

Sampling like all other research decisions has ethical and practical constraints. While we would like to increase our reliability by covering all in the sample frame we are limited by time and the willingness of respondents to answer questions. After all ethical samples are by their nature also opportunistic and voluntary. At first sight my sample frame was of course the entire staff of case study college one, however this group was seriously limited by the attitudes to both management and research within the setting. Research was either perceived as hostile or dangerous depending on which side of the staff divide you were. I knew that my best chance of gaining interviewees was those who I worked with on a day to day basis, who knew me and so trusted me. This could of course have lead to inadvertent bias. This opportunistic sampling had a double whammy by the fact that for example over half the men I asked refused to be interviewed. Some women also refused but a much lower percentage this was more like 10%. Another group who were very reluctant to share their opinions were the management were only one (again a woman agreed to be interviewed).

At different periods throughout the research process I was able to do interviews with colleagues and have been able to go back and re-interview several key informants at different points over the past twelve years. My sample was largely opportunistic but I did try to represent all sections of my faculty, which was half of South Country College and have a smaller sample (usually two people) for all the other faculties, which were harder to reach.

The interviews fall into four groups:

- 1) Between 1997 and 1999 I was able to interview most of the staff working in the Discrete provision for students with Moderate Learning Difficulties, (M.L.D.), Severe Learning Difficulties, (S.L.D.) and Emotional

and Behavioural Difficulties, (E.B.D.) I had originally intended that the work on this group would be a pilot study and IFS.

In fact I did learn a lot from this group and the process but later decided to incorporate their material in with the rest of the larger sample but I do have a disproportionate number of interviews from this curriculum area, including material from Learning Support Assistants, as well as teachers. This is appropriate as they represented one of the newer 'problem student' groups who were in F.E. as a result of widening participation. They are also a group which other writers have largely ignored.

2) The second set of interviews took place in 1999 and 2000 and was with 18 lecturers or middle managers, many were from my own faculty but I made sure that I interviewed all the other coordinators for tutorials systems (middle managers) and one other person from each of the other three faculties. Most of my interviewees were women, mainly because the faculty in which I worked was as one informant put it was 'the school of girly studies.'. I tried at this time to interview senior managers but only one (also a woman) could make 'time to spare' to be interviewed. This was the period when I had been made redundant and this being common knowledge I was seen as being no threat to anyone and hopefully as a result had more candid answers and I certainly got more willing interviewees during this time frame.

3) The next round of interviews and discussions was at Urban College, where I was able to do semi formal interviews with the staff from ITT. CPD and Access courses. These were all with one exception female staff. This was a small enough sample frame that I was able to ask all four full time staff and interviewed those who were willing, as well as one part time staff member.

I also had group discussions with our students who were also Learning a and Skills Sector staff. Again I had asked permission from five groups who I taught for ITT and three agreed to being focus groups although some individual students left the room rather than be part of the research. These took place in 2001 and 2002. Again there is an element of

opportunism here as they were the staff at my site and the people who I was in contact with on a regular basis as students.

4) The final rounds of interviews were more in line with what Robson (2004) calls 'elite' but I prefer to call them key informant interviews, where I chose people for their position in the colleges in which they worked and so had a disproportionate number of middle managers and staff development people from four different colleges. I was able to re-interview these people and they took place in 2002, 2006 and 2009.

5) The sample for the stress survey was made up of those staff who I felt might reply, again because they knew me but who were not in the interview sample i.e. no one was double counted. This meant that I was able to contact a high percentage who was either full time or substantial part time in two departments or half the college staff, thus giving me a high coverage of case study one staff. However again this was limited by non returns but this is inevitable given the ethical constraints and free choice of individuals.

6) The sample for the tutorial network was very straight forward as I chose all the members who had been present at the previous session when I explained my research and asked for their help in person. This group had originally been 30 people but over time reduced to roughly 26 regulars of whom 23 were present and I sent out questionnaires to all 23 and got 19 returns.

7) The subjects for the life histories were again opportunistic in that they were all students who had been referred to me by tutors as causing their problems or having problems, mainly due to their mental health issues. While I must have seen 20 or more who could have been suitable, I chose these four as being in my professional opinion able to succeed in F.E. despite their mental health problems if given enough support and unlikely to be harmed by being interviewed.

3. 7. Conclusions for this chapter.

Given all this deliberation and the changes which resulted from the ongoing emergent information and as an evolving process I chose to use the following methods:

Field notes from observations of meetings, internal staff training and informal conversations in staff rooms:

- Observations of teaching sessions in a wide variety of settings.
- Observations at external training sessions, e.g. the FEDA Good Practice in Tutoring Network.
- The semi or unstructured interviews with a range of F.E. staff (over 30 in all).
- Focus groups of F.E. teachers in their ITT courses (3 groups).
- Focus groups of F.E. students (2 groups).
- Staff Questionnaire survey on stress (sent to 31 people with 28 returned).
- Tutorial provision Questionnaire survey of 23 colleges.
- Individual cases studies/life histories of four students with specific problems. (I did not use these in the end because of ethical reasons but they did inform my thinking by helping me to produced better questions).

I go on to further discuss how successful and effective these methods were and the results I gained in the next chapter.

Chapter 4. Findings and Analysis.

4. Introduction.

In this chapter I discuss and analyse the findings from the various research methods outlined in the last chapter in order to investigate the central and later subsidiary themes. My main aim being to investigate the various competing forces which are at play in effecting the work and professional and personal identity of F.E. tutors in a time of constant changes.

Table 1a. An overview of the research methods used showing where the methods and respondents fit together.

Methods used	Respondents	Location	Date
Case Study 1			
Participant observation	All formal meetings, training sessions, class room observation, etc. At least four per week for four years.	South Country College	1997-2000.
Interviews	SLDD staff group. 4 teachers and 3 Learning Support Assistants.	South Country College	1998.
Interviews	2 people from each faculty (8) plus 8 others covering all subject areas in my faculties.	South Country College	2000.
Stress Survey	33 staff members not covered by interviews and ranging across all faculties.	South Country College	1999.

Student Focus Groups	One group of full time (16-19 year olds) and one of part time (mature) students.	South Country College	2000.
Tutorial managers Survey	26 tutorial managers (these were mainly female) from across England from 26 different institutions. 19 sent replies.	By post to members of the FENTO Good Practice in Tutoring Group.	2000.
Case Study 2		Urban College.	2000-2002
Participant Observation	All formal meetings, training sessions, class room observation, etc. At least two meetings and six classroom observations per week for two years.	Urban College	2000-2002.
Interviews with staff trainers	4 full time and 1 part time staff trainer.	Urban College	2002.
Focus Groups	3 focus groups of ITT students who were also teachers in post compulsory education.	Urban College	2001.
Case Study 3			
Participant	In staff rooms, canteen,	South of	2002-

Observation.	LRC and at staff and union meetings.	England College	2009.
Cross college.	Staff meetings.		
Observations at national conferences and training sessions	Conferences and training sessions ranging from SCILL to NATFHE (later UCU), SCETT to UCET and the TTA as well as FENTO and one off sessions on curriculum or management issues. Other delegates.	I was a delegate at a variety of conferences and training sessions in all of the posts during this period.	1997-2009.
Key Informant interviews.	4 key players who have / had a cross college remit in their institution. All had been working in FE for more than 15 years.	They worked for 4 unnamed colleges in the South of England.	2000, 2006 and 2009.

Early in the process, immediately after the first set of interviews were completed, I created a list of themes which I added to as I went along in the manner of grounded theory, whereby I made notes of emergent categories as I proceeded through the research analysing as I progressed. The categories just seemed to spring out of the material and the observational field notes. This later became a more formal coding system which allowed me to see the sheer number of people who made the same kind of point. I chose not to use statistical analysis and left the findings at a descriptive level as the level of agreement between respondent was so high. I then began to make comparisons between groups and individuals

on the basis of their social characteristics. e.g. Gender, social class, ethnicity and other aspects like length of service as a teacher or job role.

I also made grids for the results of the two questionnaires as this seemed an easy way of keeping track of the results, as Munn and Drever suggest (2004). Completed aggregated questionnaires can be found in the Appendices E and F. I had less information on these respondents as a means of differentiating their responses and was mainly using these to check out the generalisability of my other findings across the college or nationally.

4.1. Establishing Trustworthiness and Triangulation.

This process (analysis) like that of collecting the data is by no means either straight forward or without its ethical issues. As far as trustworthiness is concerned then there are always threats to the reliability, validity and generalisability of research.

Validity is concerned with whether the findings are 'really' about what they appear to be about. Generalisability refers to the extent to which the findings of the enquiry are more generally applicable outside the specifics of the situation studied. These issues, together with the related one of reliability were initially developed in the context of traditional fixed designs collecting quantitative data and there is considerable debate about their applicability for flexible designs with qualitative data (Robson, 2002; p.93).

While it is commonly accepted that triangulation can help to counter the threats to validity, however, it opens up possibilities of discrepancies and disagreements among the different sources as it did with my replies (Robson, 2003).

Generalisability is the 'extent to which research findings in one context can be transferred or applied to other contexts or settings' (Wellington, 2000;

p.197). As one of the features of a case study is a 'selection of a group' (Robson, 2000, p89) the research would be small, and therefore, may not be generalisable I have attempted to overcome this weakness by spending some time doing participant observation in a variety national training sessions (e.g. SCILL, UCET., NATFHE., etc.) which gave me access to staff from many other colleges and also using the tutorial managers survey.

All methods have disadvantages and the main reason for choosing so many was to try to overcome these limitations. However in doing this I left myself with the problem of how to prioritise the answers given. Were some methods more valid than others or some occasions more likely to yield more valid and reliable or more honest answers than others.

In short there is a tension here between the originality and discovery and validity of the verbal data, and the economy of time and effort and money in gathering the data.' (Gillham, 2000; p.4).

I frequently checked back with my participants to find their take on reality and for example, as with the taped interviews I always offered the interviewee the chance of listening to the tape and later reading the transcriptions. All declined with expressions like 'I trust you' or 'life is too short' or 'I am too busy.'. I had offered this as I wanted my results to be as valid and reliable as possible and be as true an account of their experience as was possible to gain. I also thought it was a good ethical position to take.

I am very committed to the idea of triangulation, so much so that at times I have had to make decisions on what is real or 'true' when I have seen them doing things in sharp contrast to what they have told me they do. In general I have tried to point these inconsistencies out. I view them as different forms of discourse the formal, public one and the everyday practical one. This dilemma was particularly keen where their behaviour fell short of or contradicted college policy or something they thought I was

committed to like inclusion. All were committed to inclusion in the interviews and at formal meetings but less so in the staff room or the pub where the reality of the contradictions between inclusion and meeting targets were often voiced.

As Cohen warns 'The presence of the researcher alters the situation as participants may wish to avoid, impress, direct, deny, influence the researcher.' (Cohen et al, 2003; p.156). I have done my best to minimise this but still recognise that it is an issue to be borne in mind when making claims about any research setting. I recognise that 'it has been amply demonstrated that what observers 'see' is not determined simply by the characteristics of the thing observed; the characteristics and perspective of the observer also have an effect.' (ibid).

4.2. The Research : Data Collection and Findings.

In this section I will go through the different methods I used in order to create a picture of the FE staffs position as they told their stories and in their everyday discourse.

As Gillham points out:

The analysis stage is where the real discoveries are made...data do not speak for themselves: they have to be coherently analysed and within the limits they will bear, interpreted. You have to make what connected sense you can. (Gillham, 2000; p.85).

The triangulated methodology I used has eight strands as itemised in the previous chapter. Some of these methods like the surveys and questionnaires acted like snap shots in time, while others like the participant observations and documentary analysis were more like a moving film.

4.3. The Data Analysis Stage.

As all the main methodology books suggest I found analysing the quantitative data relatively straightforward and less problematic as the responses were largely quantifiable and I have some control of the agenda and so could limit them to ones I wanted to work with. This ease of course has its price and the material can at times seem flat but it was largely collected in order to judge the generalisability of the more qualitative data. I have included an annotated questionnaire for these as Appendix E and F. The process was merely a matter of creating descriptive statistics i.e. how many people said 'yes' and how many 'no.' Very few people added any comments to the scripts and so there was little to analyse in terms of qualitative material.

By releasing some control of the agenda I made the data more valid but possibly less reliable and certainly harder to code. The qualitative data on the other hand was time consuming and there could be a threat of researcher bias which was partly why I also did the quantitative work as an adjunct to this. I would have liked to have had a peer who could also go through the data but that was not possible. This took hours and hours for months as I listened again and again to the tapes and read through my field notes. Fortunately from the beginning categories emerged, for example the one about feeling unable to cope and untrained. Others took much more probing and others a wider grouping of expressions.

Once an emergent category looked viable I colour coded my findings; I ended up with over twenty categories which I was then able to cut back to 16 as some seemed to be similar enough to amalgamate. This process meant having to reject as being irrelevant here a lot of material which was then categorised as miscellaneous (being outliers) or not appropriate for use for ethical reasons. Much of the material was very personal and it would have been difficult to use this while maintaining anonymity and confidentiality as well as the dignity of the respondents. I still have all the

original material and could if need be re-categorise and recode this if looking for other issues e.g. the curriculum specific attitudes. Creating a chart was part of the process as it allowed me to see just what level on shared concern existed.

As far as responses are concerned there are two who seem to be outliers, one being the senior manager (who's replies I have highlighted) and the other the middle manager who would not let me interview her. Both took the no problems here approach.

4.3.1. Findings from the Participant Observations.

By far the greatest amount of data and understanding came from my total emersion in the context of each of the three colleges. It was this which partly produced the early emergent categories and which also caused my research to evolve in the way it did. It was also this which convinced me that the research was worthwhile.

For example: Staff room conversations were a cause of great concern to many staff and I was frequently shocked by things staff said and their expressed feelings of being unable to cope, disempowered and inadequately trained. They often seemed overwhelmed by over-work, the constant changes and the conflicting demands of the various stakeholders. They could not make sense of these changing demands. A possible title could have been 'I'm not trained to do this', which came from these naturalistic conversations but later appeared in almost all interviews and some of the questionnaire replies. A search for meaning and order on their part was evident in all the data that was collected. As change occurred the evidence suggests that all felt out of their depth with at least some aspects of their work. I wondered what role their habitus or field played in this situation.

Having spent over 30 years working with or alongside FE lecturers and the past 12 years researching their lived experiences I have been able to

detect 16 emergent categories which have arisen from my lived experience, field notes, observations, interviews and questionnaires. These categories emerged in most if not all the interviews and staff room talk on a regular basis. They are of course all interrelated and part of their lived experience but have been separated out by me as a way of analysing the situation.

These issues which emerged from casual staffroom conversation, the interviews and the stress questionnaire were:

- a) Problems with management's style : In the literature this would be termed New Managerialism.
- b) Concerns about inspection or paper work required. In the literature this is termed the 'audit state' or 'performativity.'
- c) New contracts or increased working hours. In the literature this is called 'intensification of labour.'
- d) Stress or excessive tiredness.
- e) Feelings of being undervalued, this could be termed deprofessionalisation or proletarianisation.
- f) Perceived problems with traditional students.
- g) Perceived problems with the 'new ones.'
- h) Problems with other staff.
- i) Problems with college systems.
- j) Concerns about the curriculum either how to teach it or its relevance for the students.
- k) Personal Health problems.
- l) Fear of redundancy.
- m) They felt that they were not properly trained for their post or new responsibilities or the new student intake.

- n) Wanted to change jobs or retire (leave teaching).
- o) Deep commitment to students or being student centred.
- p) Having been threatened or hurt by students.

There is no one to one correspondence between the emergent categories and the concepts used by the prominent theorists and other published researchers. For example, only three or four of my respondents mentioned 'globalisation,' mainly the union activists and social science lecturers. Other constructs like gender and class were more frequently mentioned, in fact most mentioned being a woman or the 'feminisation of lecturing' in their interviews.

4.3.2. The Results from the Interviews.

A chart showing the frequency of responses is included as Appendix F.

Ethical considerations. The major one for the interviews was I think the level of feelings most interviewees showed. I did not ask them very personal questions nor did I deliberately probe to create an emotional response. In short I did not make them cry but the situation they were in v.v. their work and managers, etc. left them emotional and vulnerable; often with few people to talk to about this. As a counsellor I am used to dealing with strong emotions and tears and so probably thought less about their emotional outbursts than other researchers would. I had already dealt with many of the women from my tow faculties in emotional states for other reasons in our working relationship, as I was the person in the departments who people went to when they were upset. As most thanked me for listening to them I hope that the sessions acted in a therapeutic way and I have maintained their dignity during the sessions and was able to send them away in a fit state to carry on with their work, as I would have done had they been my clients. I had not anticipated that this would be a problem but as I left the agenda largely to them then I also had less

control over the conversation content and did not try to steer it away from emotional issues. I assume that the sheer number who did get upset is a measure of how strongly they feel and the level of alienation experienced.

When discussing interviews Drever says:

It is not just a matter of going out and collecting the answers to your research questions. The interview is a dialogue between two people and its structure is shaped by the process of interaction...the process of analysis and interpretation involve dismantling this natural structure and reconstructing the material. (Drever, 1995; p.62)

As Gillham points out:

The analysis stage is where the real discoveries are made...data do not speak for themselves: they have to be coherently analysed and within the limits they will bear, interpreted. You have to make what connected sense you can (Gillham, 2000; p.85).

In transferring the data and creating the chart I am aware that I have made what was a very qualitative process look more like a quantitative one. This was not my intention but this was a stage in my data analysis process, a way of working out, if and how many of the interviewees shared the same concerns. It was part of my coding. I was so surprised by the similarities of their issues that I think it is worth sharing this with the reader in this graphic form even if it was just a staging post to analysis. This does not, however show their depth of feeling and this I deal with later. Participant observational field notes backed these findings. I also agree with Gillham that 'Choosing and identifying categories is a subjective business but not an idiosyncratic one.' (Gillham, 2004; p.59).

As a result of these interviews I was able to log the emergent categories as the same themes emerged again and again. People used different words but the same sentiment affected most of them but to differing degrees.

As can be seen from the chart Appendix F many of my respondents had similar concerns, these were the emergent categories as I could not or would not have predicted some of them. I had thought for example that the issue of new contracts had been resolved and yet almost all of my respondents mentioned this unprompted by me along with issues of work load, low pay and feeling devalued. So many mentioned stress and stress related illnesses that I was prompted to carry out a survey on the subject and offer stress busting sessions, as well as assertiveness training sessions during the staff training days. This was also partly why I changed my research focus from the students to the staff.

The interviews were as mentioned earlier unstructured but 'conversations with a purpose'. Many covered areas such as their previous life experiences which I have chosen not to elaborate here. Many also shared very personal material which again has no place here for ethical reasons. Given that I had decided to use a minimally structured interview verging on unstructured it meant that some material was what the interviewee deemed relevant rather than mine. I was ambivalent about this as it gave me material I would not have had the knowledge to ask about but also a lot of material which was of much less use to me. I was both surprised by and grateful to them for the amount that they shared with me and I could not have completed this project without their help.

Open questions make it possible for the respondents to say what they really feel, but it is difficult for the researcher to organise the answers in categories to count them (McNeill, 2003, p.27).

These responses could be divided up into groups on the basis of who they teach and how long they have been teaching. Gender would almost certainly have been more of an issue if I had been able to interview many men from the other departments but the ones I was able to interview often seemed to have 'feminine' concerns and many did in fact work in a predominantly female environment. It was hard to know if they had taken on these values as a result of years of working with women or if they had

the values before becoming a teacher and this enabled them to more easily fit into a mainly female work place. It is worth noting here that most of the respondents came from a 'caring' department. Several of the men I interviewed did talk about discovering their 'softer' female side after traumatic events or bouts of stress induced illness. Most also said that they liked working in such a caring environment and felt supported by their female colleagues in a way that they had not been in their former professional settings which had often been more mixed or more masculine. This was also mentioned by some in the stress questionnaires.

4. 4. Exploration of the Emergent Categories.

While the chart (Appendix D) shows very graphically that so many shared the same concerns it also loses the flavour of each individual and the power and emotion behind some of their statements. I have decided to also flesh out each category and bring it to life by choosing some of the most typical comments made.

My respondents did not in general use the same language as either the policy makers or the new managerialists or indeed the educationalists who have written about their situation. I have had to use some degree of judgment in categorising their statements. e.g. I assume that 'its like working in a factory here now' could reasonably be taken to mean that 'proletarianisation' has been experienced. That 'these new managers aren't teachers you know' would point to 'new managerialism'. There was as can be seen a surprising level of agreement as to what was/is wrong with F.E. at least between the lecturers and LSAs.

4. 4.a. Problems with management's style.

In the literature this would be termed 'New Managerialism.' All the respondents, who had worked in F.E. for some time, (with the exception of the senior manager and one middle manager), felt that management had

changed although this was felt most strongly by those who had worked in education for the longest time. This was indicated by the strength of feeling in their comments and the length of time they talked about the issue. Some common statements were, e. g.

‘We only get by, by keeping quiet and avoiding management. I think they have forgotten that we exist which is much better than having the breathing down your neck’ (Access lecturer, with 20 years service)

‘They just close courses they don’t even look to see who runs them or who is on them.’ (lecturer in counselling with ten years in post).

‘They only have us here because we make a lot of money at the moment. You wait until funding changes and we’ll be out. All that rot about widening participation.’ (SLDD lecturer with over ten years experience).

‘They don’t mind spending millions on things that look flash like new buildings but don’t spend it on students or staff...’ (college counsellor).

‘They don’t know the first thing about teaching or what students need. How could they they’ve never been in a college before, let alone taught.’ (Access lecturer)

4.4.b. Concerns about inspection or paper work required.

All interviewees even the senior manager and the LSAs mentioned this but with varying degrees of feeling. In the literature this is termed the audit state or ‘performativity’. The responses I got were very similar to those found by Jeffrey and Woods (1996) with school teachers going through OfSTED.

‘Do this, do that and another bit of paper for the inspectors,’
(multiple lecturers, 15 saying something very similar).

‘We had an inspection recently and did really well but staff feel very bitter about it, as they feel that they could not tell the truth about how they feel.’ (College counsellor).

‘They don’t trust us to do a good job any more, they work us to death and then say that we don’t work hard enough.’ (senior lecturer on access course with over twenty years experience).

‘Its not what you actually do, its what you can prove you do that counts.’ (SLDD teacher).

4.4.c. New contracts or increased working hours.

In the literature this is called ‘intensification of labour’. I had not expected the contractual issues to be so deeply felt by so many as it had been eight years since to new contracts were first introduced. They gave every impression that they were experiencing a ‘violation of the psychological contract’ as Hill (1999) also found a few years earlier in colleges. Almost all the longer serving staff mentioned this. The newer staff would be on new contracts anyway and may never have been on the older Silver Book ones . Interestingly, several months after I did the interviews senior management threatened to sack all the remaining staff on the older Silver Book contracts if they did not sign the new ‘professional’ contract.

‘We thought it was bad before but now. Every year they want you to teach more students on fewer hours and get better results... It’s bricks without straw.’ (senior lecturer in child care with fifteen years experience).

‘We did not come into this for the money but we do have to live.’ (lecturer in hairdressing).

‘I’m on the Silver Book and I take my holidays, its all that keeps me sane. The moneys not as good but I get the holidays. I bet they take that away from us soon, we’re the only college around here left with that.’ (SLDD lecturer)

‘The Union does nothing to stop them changing everything we worked for,’ (child care lecturer).

I had not anticipated this as although I had worked in the sector for many years before the forced move away from the Silver Book contract, I had been as many others were, in the significantly worse position of being an hourly paid lecturer, rather like the situation Acker and Armenti (2004) describe in their work on American academic having to conform in order to get tenure. Every June the part time staff had/ have to virtually beg for work in the coming academic year. Often they would not know until mid September if they had any hours and even these could be taken away on two weeks notice. European law has recently given them a better legal position but they are still at the bottom of the academic pecking order, often worse placed but better paid than support staff. A growing number of colleges have the majority of their staff on these ‘casualised’ contracts. Staff resent this deeply and see it as undignified for themselves and those who are in their team. Many colleges use Agency staff who are in a much worse position being paid less and having no job security. The two case study colleges did not then use agency workers but they do now.

4. 4. d. Stress or excessive tiredness.

All staff said that stress was an issue in the college even if it was not for them personally they know people who were highly stressed. I was so shocked by the levels of expressed stress that I decided to do an audit, for which I was told that it would not do my career any good by an SMT member. As a result of the audit I spoke to senior managers and was told that the staff ‘like to exaggerate the situation’ and that I

was naive. I was unable to change the situation and so offered stress busting and assertiveness training sessions, which again I was criticised for. My informant who is a college counsellor has recently offered training about workplace bullying and was also threatened that this was 'not a smart thing to do if you wanted to keep on working here.'. Again there are parallels here with the tiredness suffered by Acker and Armenti's (2004) groups of women academics who try to juggle childrearing with their work.

Many respondents had difficult home situations which worsened their stress levels leaving them less able to cope with the workplace stress and so more vulnerable. Some of the typical points made were:

'The telephones have been down for days causing stress to staff and they can't be fixed as the man who does that is off with long term stress problems.' (College counsellor).

'We all drink too much but how else do you cope.' (co-ordinator).

'It's a good job it's the holidays soon as I wouldn't last otherwise.' (lecturer on access courses).

'I think if things get any worse then I may need to take early retirement. My IBS is getting worse and it's down to the stress of this place.' (Catering lecturer)

4. 4.e. Feelings of being undervalued, which could be termed deprofessionalisation or proletarianisation.

All mentioned this; even the senior manager mentioned this although she placed the responsibility outside the college and with the media and the government.

'They treat us like pawns on a chessboard.' (3 lecturers in social care).

‘How can they expect the students to respect us when it’s obvious that they don’t.’ (meaning the management) (teacher trainer).

‘The government and the media treat teachers badly and the students read that...’ (‘A’ level tutor).

‘Who’s next for musical chairs then? If you step out of line or make a reasonable complaint you find they’ve taken your chair away. Look at what happened to....and ... and’ (child care lecturer).

4. 4.f. Perceived problems with traditional students.

Of all the issues raised this was probably the least mentioned and the least spoken about by my informants, but I felt I should record it as a contrast with their attitudes to the newer non traditional student’s.

My informants say:

‘They used to want to be here but now.’ (catering lecturer)

‘The schools keep all the good ones and we get the ones the teachers don’t want and who hated school,’ (GNVQ lecturer)

‘They say ‘A’ levels are getting easier. I hope they’re right as it’s the only way some of these will get through.’ (‘A’ level lecturer).

A quote from one of the respondents Wallace (2005) interviewed fits well here,

‘We can no longer say with conviction to students on ‘vocational courses,’ ‘Work hard and there’ll be a job at the end,’. We know that this is not necessarily true. We can no longer say to the student with confrontational behaviour ‘Behave, or you’ll be out.’. The unit of funding he carries will weigh heavily against such a step being endorsed. The reality is that such a carrot and stick

approach is increasingly ineffective, even if you wanted to use it.' (Wallace, 2005; p.35).

4.4.g. Perceived problems with the 'new ones.' (As staff tended to call the non traditional groups, i.e. those with SLDD or EBD or mature students, or asylum seekers, etc).

This was the issue which first interested me in the research and interestingly although the group complained about change with time there continues to be a group who no one wants to teach.

'I'm not teaching the 14 to 16s. I'd sooner retire early.' (Science teacher and she did take early retirement later that year).

'How they teach those ones with EBD I don't know its bad enough teaching our lot, who get worse every year.' (Childcare lecturer).

'More and more students have problems and you are expected to know how to deal with them,' (Access tutor).

'We wouldn't have taken this lot years ago. Just look at them at break time they're like animals and they're not much better in class.' (Catering lecturer).

'They just don't know how to behave. They can't listen or take turns or even be reasonable with each other,' (social care lecturer).

Many of the interviewees in the research into new lecturers carried out by Avis, Kendal and Parsons (2003) also remark that their job is often more like that of a counsellor than a lecturer, which my interviewees would be quick to recognise.

4.4.h. Problems with other staff.

This was one of the biggest issues for the SLDD staff who felt that other members of staff (outside of their area) were against them and blamed their students for anything which went wrong in the college. The E.B.D. students represent a group of persistent 'folk devils,' for most of the mainstream staff . (I later spend time investigating this idea further). However, they were not the only staff group to feel that others looked down on them as vehicle technicians and hairdressers also complained of this on a regular basis.

'They think that because we teach special needs that we must have special needs,' (Learning Support Assistant).

'They think we are just child minders.' 'Their students are so much more important and they have so much to teach.' (SLDD lecturer).

'You need to be very special to work with these students most of them couldn't do it.' (SLDD lecturer).

Some groups had long term issues with other parts of the college such as:

'Beauty Therapy get all the new money and the resources,' (Hairdressing lecturer).

'All the money goes to IT people and Performing Arts, they don't care about the more traditional areas.' ('A' level tutor with twenty years experience).

4.4.i. Problems with college systems.

This can be seen to be linked to 'new managerialism' in many ways. There was always some level of conflict between the lecturers and the administrative staff especially those working on recruitment or student

records both felt the other did not understand their job and the pressures involved. Everyone at different times complained about the IT systems or the central records.

‘It really pisses me off. I booked all my rooms like you’re supposed to before the break and they’ve all been taken, one has gone to quality, one is for lockers...’ (Counselling senior tutor).

‘They believe the computer print out and not the number of students you’ve got in front of you. That system has never been any good but...’ (Access lecturer).

‘If admissions did their job properly then we wouldn’t be in this mess yet again’. (18 staff across the faculties).

4.4.j. Concerns about the curriculum either how to teach it or its relevance to their students.

This was expressed mainly by staff, who had either new students to work with or a new syllabus or a revised NVQ or GNVQ type course to run. Hill (2000) mentions this as a major cause of stress for staff in his study.

‘More and more for less and less. How can they expect us to get the students through on so few hours?’ (Social care lecturer).

‘These new ones just aren’t up to this.’ (‘A’ level lecturer).

‘The criteria don’t make any sense to me, so how are they going to mean something to them.’ (NVQ Advice and Guidance assessor).

4.4.k. Personal or health problems.

There are obvious links here with stress levels and intensification of labour. Many FE staff are in their forties and fifties and as a result are less healthy than they were when younger and the constant stress they say they suffer must also take a toll on their health and well being). Some have difficult teenage children and many have older parents who they worry about and in some cases take care of while still doing a full time job. Many are also single parents with children to maintain, this is especially true of the LSA workers, many of whom had young children and did the job because of the hours and the school holidays. Their pay was low and some had to take a second job to manage. e. g. one was a bank nurse at weekends, one worked nights in an old peoples home and another in a supermarket.

‘More and more of them have problems at home, say with elderly parents...many of them are of an age.’ (College counsellor).

‘If things gets any worse then my IBS will flare up and I’ll take early retirement for ill health.’ (Catering lecturer).

‘How do I cope? Lets see I take statins and beta blockers. Is that coping?’ (Staff training manager).

‘When things get really bad I just take a few days off. Oh ---- you want print that will you?’ (the lecturer later agreed to my printing this providing they could not be traced).

4.4.l. Fear of redundancy.

All of the case study colleges, like many others had gone through a series of restructurings, where less staff were expected to teach more students after each restructure. These left staff feeling very, very resentful and increased their stress levels. All except the

senior manager, felt very bitter about this and many felt let down by the management and said that they had expected more. This amounted to what Hill (2000) called 'a violation of their psychological contract.' This is similar to the changes which Murray (2006) discusses for primary ITT.

'Nobody is safe anymore. It doesn't matter how hard you try or how good you are. It's all down to making money now.' (Catering lecturer).

'It's just like musical chairs here and they take your chair away and that's it.' (Beauty therapy lecturer).

'With luck, this may do me for the next two years and then I can retire.' (Science lecturer).

'Were just pawns in a manic depressive chess game,' ('A' level lecturer).

4.4.m. Felt that they were not properly trained for their post or new responsibilities or the new student intake.

Many (in the earlier interviews in case study 1) did have few qualifications and were neither graduates nor teacher trained. There were pockets where most lecturers had come via school teacher training, like 'A' levels but others only had a craft certificate to the equivalent of NVQ 2 or 3 level and industrial experience, barely above their students qualification levels. This was reflected to some extent in their pay but often caused deep resentment in the better qualified staff. Very, very few had been properly trained to work with special needs or tutoring for widening participation students and they felt this lack. The only person to have a post graduate qualification was the cross college SENCO but two teachers mentioned having certificates and a

few had been to conferences on special needs. (OfSTED also has noted this in various inspection reports e.g. 2002)

‘You need a degree in psychology just to understand them now.’
(Child care lecturer).

‘A lot of them come into caring because they need to be cared for’ (Social care lecturer).

‘I was teacher trained and we never did anything about students like this.’ (Access tutor).

‘I know you do your best with staff training but it’s not enough for the changes in students we have.’ (Business studies lecturer).

‘I’m just not trained for this.’ (Numerous lecturers).

It will be interesting to see if the new FENTO standards or the more recent LLUK ones will rectify this situation as the first set failed to. Having investigated the newer ones I find that although they mention ‘tutors’ in the actual title of the official document, in fact there are no specific standards for pastoral care and so it is unlikely that they will appear in the course, which are required to meet these standards. In fact some of the training staff I spoke to were even less satisfied with these than they had been with the earlier FENTO ones while other said that they were at least easier to assess.

Many staff felt that having to do the teacher training at the same time as getting used to a new job was too much but a mature entrants could not afford to do the full time pre-service courses. The college counsellor interviewed was not happy that new staff should have the added pressure of a qualification at the very beginning of their service when they had other pressures. However, it is a chicken and egg situation as Harkin, Clow and Hillier (2003) found when interviewing trained staff about their experiences, that most trained staff said that they had gained from teacher training and most wished that they had

done it as soon as they started teaching. Most staff new to F.E. start on a part time basis (as a form of peripheral participation) (Robson, 2002) and so do the first introductory level courses until they are full time and do the rest of the training one afternoon or one evening a week. Given the option I would like to see everyone trained before they start teaching as they are normally for schools. Most of the research done by writers like Bathmaker and Avis, 2005, 2005a and 2007) etc. have been on the full time pre-service PGCE students on full time courses, while most (OfSTED Suggest 90%) F.E. staff do the part time training that I researched.

4.4.n. Interviewee wanted to change jobs or retire (i.e. leave teaching).

With the age cohort as it was in South Country College then many could think about taking early retirement and some on the grounds of ill health. Urban College seemed to have a wider spread of ages but also had a number who were suffering from chronic illness which was sometimes stress related. They also had a high turn over of staff, with many starting but leaving within two years. It was mainly longer serving staff who spoke of this but newer ones left on a regular basis. South Town College also had many staff in their fifties.

‘If I could afford to retire, I would. In the meantime we do the lottery ’ (almost all respondents, if not in interviews then in other conversation).

‘If it wasn’t for my pension,...’ (7 respondents).

‘If I won the lottery, I would leave tomorrow,’ (EAL teacher and many others).

‘I’m going back into nursing as soon as I can get the right job,’ (Childcare lecturer, who left at the end of that term for a nursing job).

‘As soon as we can get enough money together we are opening a B. and B.’ (4 staff, most have since done this or similar projects and so left teaching)

4.4.o. Deep commitment to students or being student centred.

All those who I spoke to said that they would not stay, if it were not for their deep belief that they were doing something useful and making a difference to people’s lives. That was the one thing that kept them going even when things got very hard. This also meant that they worked long hours and do more than they should. Many felt that the students did not get what they deserved from male staff and management. Murray (2007) covers these issues in an article on primary ITT staff where she says that women invest in the caring side of the job to compensate for being marginalised by men managers in the policy making aspects of the job roles.

‘You think I’ll pack this in but then a student comes along and you make a difference.’ (Access lecturer).

‘What I do is important even if the management and OFSTED can’t see that.’ (Child care lecturer).

‘I’m only here for the students. It’s not their fault things are ----- here.’ (SEN lecturer).

‘I don’t know how managers do it. The only thing that makes this job worthwhile is the contact with students and the staff of course.’ (Social care lecturer).

This is similar to the findings of the GNVQ lecturers interviewed by Bathmaker, (2005) who ‘went out of their way’ for students who could make use of F.E. It has also been suggested that there are gender issues here, (Hey 2005).

Many also expressed a deep commitment to their occupational area or subject and wanted others to share this. Research carried out by Davies (2007) on dual professionalism also highlighted this. This sentiment went throughout the college from the engineers and motor vehicle mechanics wanting to induct new 'lads' into the craft to hairdressers wanting their 'girls' to do well and get on in the 'trade' to academic staff wanting to see their students go to university and study the same thing they had. Many expressed liberal/humanistic views on education but some were more instrumental, talking about getting a good job with good pay.

4.4.p. Staff threatened or hurt by students.

I do not want to give the impression that staff live in fear all the time but most mentioned that at some point in their career they had been hurt or at least threatened by students. They suggested that this situation was getting worse and there were more frequent incidents, especially with students who had either EBD or mental health issues. This was in fact the starting point of my research.

Examples of the range of comments here are:

'More of them complain and if they fail they say it's your fault more. You're afraid to fail them.' (Social care lecturer).

'One told me that they know where I live.' (Catering lecturer).

'Well they get very scared and panic and someone gets hurt.'
(LDA in the discreet provision).

In her study, Wallace (2005) found that of one hundred F.E. teachers she researched that over half said that they encountered disruptive behaviour every day.

4.5. Issues and Ideas which Emerge.

The special needs lecturers were an unusually collegiate group possibly because they got so little in return from some of their students, they were willing to give more to each other. They also had the advantage of finishing earlier because of students needing to have arranged transport, so having a time when they could debrief in a way that most other staff could just envy but many could and many mentioned in their interviews.

The SLDD were the first group, including the LSAs. While as far as ticks on the chart is concerned they seem very similar to the 'old timers' they often expressed slightly different concerns and were much more pro inclusion and widening participation than any other group. They were often in conflict with other staff groups who they felt did not give their students a fair chance. They identified very strongly with their students, any slight on them was taken as a personal insult. They also felt that other staff underestimated the work they did often referring to it as 'child minding.'

Many of them developed a 'saintly' disposition. All were evangelical about inclusion and many were also religious and did voluntary work with people with disabilities in their spare time or had caring responsibilities for a disabled person, which they mentioned in the interviews. Their hard line on inclusion often led them into arguments with management or other staff over noise levels and equity for their students needs. While they would complain about the behaviour of some of their students (mainly those with EBD) amongst themselves they would not do so on tape or to outsiders. They felt with a good deal of justification that other staff treated them as though they were 'thick.' Many other staff wanted them and their students to be moved out of the main building to 'huts' as SEN provision is in many schools and were willing to say this on record at meetings and in my interviews.

About a quarter of the main sample were part-time staff but I could find no real differences between their replies and the full timers, as would be expected from the research on part-time staff by Jameson and Hillier (2008) who found them to be part of the solution rather than part of the problem as others have cast them.

Many felt very emotional at having to face up to issues that they normally try to ignore and some even admitted that they coped by being in denial. (My language rather than theirs) e.g. 'I don't like to think about this, it's my life their talking about when they say teachers are no good.' Some ended up in tears and said that they did not know how much longer they could do this for or as Frank, the trainer and senior manager (one of my key informants) said 'Well I only have another two years, three months and eleven days and fourteen minutes to do (looking at his watch). How are you going to manage?'

I had not been aware how bad it has become until I did this research. I began the research knowing that there was something wrong in F.E. but I am shocked by how much the staff are expected to take and as a Union member offered to share my material and concerns with the local branch but they told me that they had already alerted Region to the issues. I also passed my concerns to the college counsellor, who also said that she was aware of the situation. A very senior manager in my current institution recently said that 'we can expect continuous change from now on.'

One small change that many colleges have made which has staff life much less collegial and more difficult is to get rid of the lunch hour when at least in theory all staff were/are free at the same time. Most feel this to be a real loss and a devaluing of their professionalism and support network. They were also upset because yet again no one had consulted them about this.

4.5.1. The Senior Manager's Position. (Case Study 1, South Country College)

I have highlighted the responses of the senior member of staff as these differ markedly from the rest. She would be considered an outlier. She was the only member of SMT who had time to be interviewed and was in the 'velvet grotto' of student support being only one of two females on SMT members. She did agree to be taped but was very measured in what she said and always gave the 'managerialist' party line. This is in contrast to the interviews some managers gave to either Gleeson (2001) or used by Prichard and Deem (1999) from the Further Education Development Agency study where managers had been more open about their anxieties with the new language and aims of F.E. In reality the senior manager's who I worked with, were sometimes open about their misgivings but would not want to be quoted as thus and were not willing to be interviewed by me.

The difference between the pro-management and change utterances of the senior manager and the rest is very clear but the SENCo straddles both groups, which roughly represents her position in the college hierarchy. Interestingly, the responses from the middle management group (with two exceptions and these were less guarded in conversation than in formal interview setting, these are both now gained promotion to higher management positions) are indistinguishable from the lecturing group as are the Learning Support Assistants replies.

It may be rather misleading in some cases to make a distinction between middle managers and lecturers as almost all full time and competent part time lecturers are given a managerial responsibility of some kind, often course management. This rarely improves their views about senior management and in some cases makes them more antagonistic. Many of the things said are barely repeatable in polite society. The distinction between middle and senior managers is very real, even if very occasionally they are allowed to attend circle of the

SMT meetings. I cannot recall ever attending College SMT but was a member of the Faculty SMT. The senior managers have the power to hire and fire but sometimes get middle management to do the deed. Middle managers tended to show the same values and experiences as the longer serving staff group.

4.5.2. The Staff Trainers. (Case Study 2, Urban College.)

The staff trainers also share the values of the staff they teach. Their only real difference is unsurprisingly that they are much more positive about the value of training, although not F.E.N.T.O. standards nor the newer LLUK ones. They were equally negative about the inspection system, believing it to be a farce. They were all in Gleeson and Shain's (1999) terms 'strategic compliers,' as most had been middle management, they knew the system well enough to look like they were complying but changed things for their staff or students when they thought it was necessary. They were all unhappy at OFSTED taking over from the Further Education Funding Council (F.E.F.C.) and many wanted F.E. to be overseen by the Adult Learning Inspectorate (A.L.I.). Many regretted that OfSTED was a summative inspection rather than the HMI more formative experience which they had known in the past although rigorous it had also felt supportive.

4.6. The Students at South Country College Focus Groups.

I have not attempted to make full use of the material from the two original student's focus groups as they add little to the issue about lecturer professionalism or training. They just confirm that they were all very happy with the support they got and thought that their lecturers worked hard, in often difficult circumstances. They felt their teachers were very professional and helpful. As I was their tutor they were in reality unlikely to tell me in a group setting that they were unhappy but

they did usefully discuss their expectations of courses and support. They also gave me a student's eye view of the situation and their views on inclusion.

4.7. Focus Groups from Urban College. (Case Study 2).

The Focus Groups were all F.E. or A.E. (adult education) lecturers who were undergoing part-time initial teacher training in the period soon after the government made the FENTO standards compulsory. Each focus group represents a whole class from Urban College. There were roughly 6 months between each cohort starting, which could partly explain the different composition of the groups as we had no real choice over who our students were therefore individual class composition and so were completely responsive to changes within the colleges and other institutions who sent their staff to be trained, (including a large urban hospital).

Group 1 was a mixture of older students/lecturers who had been in FE for quite a long time but had managed to avoid having ITT, some had worked for the college for many years. Most said that they felt that the course was an imposition and a waste of time. Others may well have felt the same but were too polite to say so or too bored to bother. These people tended to be in their forties and early fifties, as lecturers over 55 were exempted from training; many were craft technicians e.g. hairdressers and builders, they had few qualifications but all had gained the N.V.Q. 'D numbers' needed for assessing their students and had also objected to having to do this training in the late 90s. The rest of the group (40%) were new to teaching and mainly in their thirties. All were white and British and 60% of the group were female mainly the younger ones.

Nor have I tried to tally the responses from the focus groups as it was impossible to know how many people agreed with the statements made. Only in group 1 where there was real disagreement and it was

between the two quite clearly discerned groups. So that for example the 'old hands' felt that management was an issue while the new ones were much more concerned with discipline as their central concern and could not see why the 'old hands' felt undervalued as this was for many of the new recruits the best job they had ever had, being still in a 'honey moon' period of their new career. Like Bathmaker and Avis's (2001 and 2002) respondents they felt that the staff were unfriendly and often unsupportive and spent too much time moaning about 'the good old days.'

Both groups were student centred and saw their role as one of inducting new people into vocational ethics. The fragmentation into vocational groups was quite clear and crossed the years in teaching divide. Even groups who to me seemed similar for example Hairdressers and Beauty Therapists showed in both interviews and in staff-room conversations a real sense of being separate and distinct groups who often had petty jealousies and rivalries over equipment and rooming. This is despite the fact that they worked together on the Hair and Beauty courses and shared a staff-room. All groups disliked the advent of the FEFC inspections and OFSTED and would have preferred that any inspection be done by their own professional bodies; they would have regarded these as being more valid. e.g. 'as if these inspectors know anything about life in a busy salon,' This could be substituted for life in a nursery, special school, busy kitchen, old people's home and no doubt many others locations where I was not able to interview. All accepted that some form of inspection was inevitable and probably desirable at least for the students protection and all could tell horror stories about staff who did their job poorly in the past.

Group 2 were a more typical group for P.C.E.T., teacher training they were roughly 75% female and new to F.E., A.E. or hospital teaching. They were a range from across the college and included H.E. art lecturers, gardeners, ICT trainers, hairdressers, plumbers, nurse tutors

etc. This group was 80% white and British and most were fairly new to teaching.

Group 3. The final group was unusual in that although all were new to teaching and in their twenties or thirties, over 60% were from ethnic minorities as they were mainly ICT teachers/trainers many of whom had just been recruited to man the Transferable Skills timetable. Many were black British but there were also a sizable number of refugees from Europe and Africa. The group was a more or less equal gender divide. As far as sentiments were concerned the major difference was not one of gender or ethnicity but time teaching as groups 2 and 3 and the small number of new people in group 1 expressed, many similar attitudes to Bathmaker and Avis (2001, 2002) interview group, saying for example that they were sick of hearing about the mythical 'good old days' and found the established staff to be unhelpful and despondent. All agreed that they were in F.E. teaching to make a difference and give disadvantaged students a second chance. Again I found little or no real differences between full and part time staff and would not have known which was which anyway.

4.8. Key Informant Interviewees.

The next round of interviews were what Robson (2003) calls 'elite' ones as they were not chosen to be a representative sample but rather for their privileged position as the holders of specific positions and knowledge. I used these to gauge how much change had taken place during the time my research was in abeyance. They all work in the post compulsory sector but have an overview of the situation either as trainers or in a cross college role. They were chosen opportunistically and from four different colleges. They had all worked for a considerable time in FE and had some management responsibility and a cross college role. The general consensus from these people was that things have got worse in the ten years between my original

interviews and the most recent ones. When I asked one informant how she or the staff kept going she said that we had hoped that things would get better when X left and a new principal took over but now realise that they won't.

'We don't even have time to talk to each other now, we used to share resources...' (Paul).

'You can forget things going back to the good old days. Funny, I don't remember them being that good at the time' (Frank.).

'I wouldn't set out to be a teacher in FE now' (Rose).

I have mainly used the material I gained from hours of participant observation to test out the generalisability of the interview data and the applicability to the case studies of the material covered in the literature review. I did however, make some interesting discoveries not all of which are consistent with the replies I got from the interviews. This would either suggest that my sample was not a valid one or that people said different things when going 'on the record' than they did in the staff-room or down the pub. This was most noticeable when it came to issues of inclusion and widening participation. While a significant number were unhappy about the extra demands made by the new students when being interviewed they were hostile when not on the record. This may have partly been a result of my image in the college as I had been responsible for the 'discrete' (SLDD) provision and as such was seen as very pro inclusion. This was not enough to stop people being critical of the policy but it looks like it moderated their language at least when being interviewed.

4.9. The Staff Stress Audit.

I had realised that staff were stressed but I had not appreciated the level of that stress. I gave out 33 questionnaires in individual named

envelopes put in their pigeon holes and received 29 mainly through the internal mail system but some by hand. Most had filled in their questionnaire and not put their name on the document but given it back in the same envelope so I could easily tell who they were despite my offer of confidentiality and anonymity. Of the 3 which were not returned two people spoke to me and I do not know who the third person was. One person was a middle manager and said that if she filled in the details I requested then she could be traced and did not want others to realise her true stress levels and so if she filled it in she would not do it honestly and so preferred not to do it at all. She also refused to be interviewed and was the only woman who did that. The other person to tell me that he was not going to fill it in was my line manager who told me that his stress levels were none of my business and that I should 'stop causing trouble or I would be out.' He too declined to be interviewed. This managerial response is quite distinct from the main staff group. I had already gained managerial consent for the research when starting at the college and he had been part of the group to agree and often said he supported research in his faculty.

Up to that point I had assumed a high response level from those who were stressed and a non response from the rest, which now does not seem to be the case. I even had a few people say that they were so busy that they had lost the questionnaire so could they have another one, please. Suffice it to say that all staff said that they were stressed and more so than they had been in the past. Some blamed the new working conditions, some management attitude and others the students. Most said it was a combination but more importantly they all felt that it was affecting them badly and having an impact on their work. Many of the same issues which came up in the interviews had surfaced in the questionnaire answers.

Other researchers have looked at this issue for example, Gibbons (1999) compared a group of F.E. lecturers in the North of England with a similar group in Northern Ireland, as discussed in the literature Review. While according to Brown and Ralph (1994) stress has been

identified as a major problem in nine out of ten schools it is taboo in FE colleges, with their 'ignore it and it will go away' attitude. While Kyriacou (1987), and Gold and Roth (1993) found that of the teachers they surveyed one third reported that their jobs were either stressful or very stressful. My findings are well above these but then all agree that things have got worse and I am writing nearly twenty years after their research. Nattrass (1991) in Brown and Ralph (1994) regarded stress as the number one health problem amongst teachers.

Anderson (1978) suggested that there are frequently high levels of stress in those who care for others; so we would expect that as the pastoral role of lecturers increases so will their stress levels. So as they deal with more stressed out and problematic students and cope with other stressed out staff their own situation will get worse. Brown and Ralph (ibid) highlighted the connection between having to cope with the individual demands of students more personal problems as being highly stressful. As a counsellor one way we cope with this by having supervision, a concept alien to teaching and tutoring, it would be tantamount to admitting that you could not cope. This situation could then lead to a spiral of 'poorer teaching performance, lowered self esteem, poor job satisfaction, increased absenteeism, poorer decision making and bad judgments.' (Eckles, 1987: Quick and Quick 1984 in Brown and Ralph, 1994; p2). They created from their research sets of responses and circumstances which explain why their teachers were stressed and they also explain why my sample, show such high levels. Many of my sample seemed near to burnout and at least sadly three of my respondents have died and several left the profession, since I began the research. Many students are obviously being taught and tutored by teachers whose competence is reduced by their high stress levels.

4.10. Ideas from the evidence.

It is apparent from what staff say that they are being made to feel inadequate in the face of rising expectations and greater responsibility and workloads being placed on them many say this in staff rooms or in their interviews. In addition to this is very obvious that the public and politicians do not value them and yet set them up as the 'miracle workers' of modern society, an unrealistic expectation which ultimately leads to stress as they can not possibly deliver all that is asked of them. This is mentioned by many writers like Lucas (2002) and Bathmaker and Avis (2001).

By and large this was a gendered response, as women seemed to show greater sympathy for those students and staff who needed support and were also willing to spend more time with them and were generally more helpful and supportive of others. I was able to observe this on a regular basis and some men also pointed this out. Similarly they were also more likely to admit to another woman, that they were stressed. Although I did interview two men who showed more feminine or 'feminised' attitudes on this and were happy to talk to a woman about their emotional needs and periods in their lives when they had either been very stressed or more seriously ill. They both said that this experience had changed them and that they were now more sympathetic to the needs of others and noticed things more. These were in sharp contrast to the staff room talk in men's areas like the science and technology sections where the public discourse was a very masculine one of 'toughness' and being able to 'take it like a man,' and not caring. This split between the public and private statements is reminiscent of Gleeson's (2001) work on Managers, where they would privately question the party line. This is not to suggest that men were not committed to their students or colleagues but that they framed this in their occupational discourse. They may have been socialising their students into the required attitudes of their future work place, where being 'soft' would get them into trouble. The women in the

department did not have this contradiction to deal with, as their students were by and large going into caring professions and they could easily model caring and stay professional.

4.11. The tutorial managers' questionnaire results.

Again there was a very good response rate given the time of year and the pressure of work I would not have had either the time or the resources to interview this number of people as they were from all over England and Wales. The main aim of the questionnaire was to try to establish how typical the colleges I investigated were of FE colleges throughout the country. I was able to establish that the ones under examination were if anything examples of good practice, not ones which could be regarded as poor performers or having uncaring managers. I was assured that my findings could be generalised at least in part. Our systems were either typical or better than average for what was after all a better than average group as it represented those colleges who hold tutoring in high enough esteem to send a manager to frequent national meetings to try to raise the level of practice in tutoring.

Please see Appendix G for a copy of the questionnaire and the results obtained.

In the next chapter I have taken this data and the material from the Literature search and attempted to discuss theoretical explanations for the situation of having to work through constant change in F.E.

Chapter 5. Discussion of Theories and Ideas.

5.1. Introduction and general observations.

During the long period I spent on my participant observation and the interviewing I tried to make sense of what was going on but often felt somewhat overwhelmed by the changes, which after all as a practitioner researcher affected me as much as the people I was studying. Doing the research enabled me to make sense of the chaos and gave me distance to think and concepts to make sense with, which others lacked. I can easily see why many of my respondents found the situation of constant changes baffling and at times very stressful.

Some themes emerged and have been dealt with in the previous chapter others are more contentious. This is yet another point where I face ethical issues, does a researcher need to avoid the theory and conclusions because a group may find it offensive. I tread a fine line. This dilemma would be even greater if I still worked in either institution and the act of making sense would be even more problematic.

The researcher must produce a concept or build a theoretical structure that can explain facts and relationships between them. This is what I am attempting to do here. This section is built upon all of the data collected over a twelve year period and more recent interviews.

5.2. Gender as a tutorial and support issue.

One interesting finding from the participant observation and staff room discourses rather than the interviews was the very gendered nature of subject choices and the actual fields in F.E. It is split on both a vertical and a horizontal way. I had always been aware of the gendered nature of power and control. i.e. men manage at the upper levels (SMT) although as noted earlier women often are in position of middle management, what one respondent called the 'engine house of the college.'. In the past at least both men and women taught with more

men than women in the average college but it is now more likely to be women teaching and on a 'casualized' part time basis. This represents a profound change in course uptake and represents changes which reflect the British economy, i.e. girls do childcare and hairdressing while boys do vehicle mechanics and engineering, etc. These choices remain true despite female inroads in other areas but the balance of courses has changed and so there are now more women staff and more female students, many of whom are doing training for post industrial economy jobs like catering, travel and tourism or beauty therapy.

Several of the writers (Bathmaker and Avis(2002and 2005) Lucas (2004), have commented on the 'feminisation' of F.E., especially at part time lecturing and at lower or middle management level also imply a level of deskilling and almost proletarianisation. One issue which became more obvious to me as I looked more closely while doing observations was the gendered way many people perceived and did their job roles. While the faculties I was able to research in were mainly female (there were men who worked in hairdressing and catering, as well as business and Special Needs but they were always in the minority). Several of these men were unwilling to be interviewed but acted as tutors, as the college policy was that all staff should have a tutoring responsibility at least for their own students. I wondered if their unwillingness to talk to a woman was a gender issue?

As tutor coordinator I was surprised by the gendered nature of how this job was interpreted. i.e. by and large the majority of the men (excluding the ones I interviewed) saw this as a female role and so did as little as possible of it, as they could. They say they sent anyone who was upset or in tears to a woman if they were female or just told them to pull themselves together if they were male students. While many of the women also saw it as gendered and interpreted it as a nurturing, mothering role and enjoyed the intense personal contact that it gave with their students (Hey, 2004). They talked about 'wanting to help' and 'making a difference.'. In short most women loved being tutors, while

the men resented doing the emotional labour involved and often did not do this part of the role. Several asked to be 'let off tutoring duties'. In some roles it is necessary that you offer what Hochschild (1998) calls 'emotional labour' – labour that requires you manage your feelings in order to create a publicly observable (and acceptable) facial and body display. According to Hochschild (1998), the companies you work for lay claim not only to your physical movements, but to your emotions or at least your outward show of these. 'They own your smile when you are working' (ibid). The role of tutor took staff even further in that they were required to work with the intense and sometimes very dark feelings of others. This could be seen to call their gender identity into question. 'This isn't men's work really is it?' Was a frequent comment from both genders. Certainly men like chefs and engineers told me they would never send their lads to me or the counsellor, as it was unmanly to admit you could not cope and their lads 'were not soft.' Things had to be really bad before we saw them for emotional support. I suspect that many students left courses before being able to admit that they had an emotional problem. My college counsellor key interviewee, in a recent interview, says that things are getting better on this front since a change of management (interview in 2009).

So for these men and in some mainly male faculties tutoring was about discipline and record keeping, while in my 'caring' ones it was about personal growth and support and modelling the caring role. This division seems to be common across colleges judging by the responses to my national questionnaire and the statements made at the Good Practice in Tutoring Network meetings which were also gendered in their discourses. It would be interesting to check the effects these differences have on retention and results. Certainly the work of Mendez (1998) who was very influential in F.E. management circles shows the more masculine interpretation of the role. The uptake of this efficiency driven model could also be seen as a move towards 'new managerialism' and away from the caring nurturing staff

interpretation of their job, which was typical of the liberal tradition which was still evident among staff in my department.

5.3. Social Class issues in FE.

These days FE colleges cover students and courses from the range of vocations in society and as such social class antagonisms are played out within them. i.e. between the various occupational groups so that those doing 'A' levels may end up in the old professions, while those doing craft courses will remain working class despite of or perhaps because of their qualifications and training. There is transmission of social and cultural capital and even the 'reproduction' of the social division of labour that people like Bowles and Gintis (1978) and Willis (1976 and 1998) talked about.

Many F.E. staff tend to be from working class or lower middle class backgrounds so do not have the 'clout' or as Bourdieu, (1984) would put it the 'social capital' of other professional groups like doctors or lawyers and so can not use their combined power to resist 'new managerialism'. There are social class antagonisms here as managers with middle class habitus and discourse have power over lecturers with working class habitus and discourse. They operate in different fields. Acker and Dillabough (2007) would say that they operate symbolic domination and Bourdieu (1984) might have described it as symbolic violence.

At best lecturers were only ever seen as semi professionals and many have technical skills which are strictly vocational and will only lead to working class jobs. i.e. their students and they themselves are relatively low status. They are at best what Day (1997), calls 'limited professionals' with little hope of becoming extended professionals. This situation is worsened by not having Q.T.S. (Qualified Teacher Status) so that even after doing their full or part time Cert. Ed. or P.G.C.E. they are still not recognised by the government as 'proper'

teachers. This situation is changing as the government through LLUK is making the new teaching qualification a licentiate one. They will still only be able to teach in a Learning and Skills setting though.

Their main union NATFHE (now called UCU) although active, has become weaker with the casualisation of the workforce as fewer part time staff join unions and many long time union members were/are made redundant. The current economic situation has worsened this situation. Many staff say they feel very let down and wonder why they were paying their 'union dues'. There has been and still are frequent restructuring and redundancies. Many traditional areas are no longer needed due to changes from an industrial to post industrial society and this is reflected in government funding. This has also intensified the move to a female workforce as many of the newer post industrial jobs are done by women and are considered feminine.

As traditional working class unionised jobs cease to exist, so do their training centres in colleges and so the union is further weakened. It fought a long and painful battle against 'new contracts' and the loss of the 'Silver Book,' which could be seen as the product of new managerialism and bringing in intensification of labour but lost that battle leaving many feeling difficult. If primary teachers have low status for teaching everything to everyone then F.E. ones have even lower status as they teach the 'failures' who are looking for a second chance. The rich do not usually send their children to F.E. colleges unless it is to do some of the newer trendy courses in media or performing arts or to retake 'A' levels and even then they are more likely to go the sixth form colleges.

Status reversal means that they (the staff) are seen to take on the low status of the students they teach so that will be seen as the poorly qualified as the ones they teach. This is especially true for those who teach students with learning difficulties. They are assumed to teach working class kids and more recently (with widening participation being so central to F.E.) underclass adults and teenagers. (See the early

work of Field, 1975 for the definition of underclass which is most commonly used in the UK). Ironically as the government says they are more important to the economy, so their status is falling in public terms and their job is getting more difficult.

5.4. Ethnicity and its Impact in FE.

In our inner city colleges there are a growing number of staff from ethnic minorities. Similar to these splits on class grounds there may yet develop ethnic fault lines (See the work of the Black Teachers Group). The new black lecturers I taught at Urban College were mainly part time and from the IT and business sections but many had degrees and some were working in H.E. That college did in fact have a black senior manager and a higher than average percentage of non white staffing in comparison with the London average. My group 3 focus group in Urban College was made up of 60% ethnic minority lecturers. South Country College had only one black lecturer. He was one of my interviewees and I could not see any noticeable difference between his answers and others who were also new to FE. However, student's choices show social class, gender and sometimes ethnic variation. Shain (2005) says that there are still relatively few ethnic minority managers in FE.

5.5. Folk Devils and Moral Panics as an explanation.

One theory that could I think be applied with some usefulness was that created by Stan Cohen (1972) using a Durkheimian position on the creation and amplification of deviance. Cohen used the example of 'Mods and Rockers' in the late 60s to demonstrate the idea that any society can create a demonised group the 'Folk Devils', in this case with media input, who they blame for anything which goes wrong and in doing so create a 'Moral Panic' which makes them feel better about

the situation and helps to make sense of change and stress as well as recreating their value system. This is especially needed in a time of anomie such as that created by rapid change and loss of control. While I worked in another college, Access courses came on line and I heard many members of staff complaining about these 'new students'. They were and many continue to be very demanding with particular problems around self confidence and often family problems but their commitment and humour usually more than compensates for this yet some people did not want to teach them. As time progressed I heard fewer and fewer such negative comments and the emphasis changed to the growing number of students with SLDD (students with learning difficulties and disabilities) again this continued until another group took centre stage i.e. those who would be regarded as non traditional and in need of inclusion. There is no doubt that these people did present yet more problems by way of needing extra support and more tutorial time.

These 'folk devils' have now been largely but not completely replaced by either asylum seekers or the 14-16 age group. The Staff are right, when they point out that they never were trained to teach this age group. If they had been many of them would be working in the schools which send these children along and earning a lot more money. There are real issues about how suitable a predominantly adult atmosphere with low levels of supervision and a vocational curriculum is appropriate for disaffected young people who hate schooling anyway. I understand from my key informants that this has been made slightly easier in recent years by school staff coming to F.E. colleges with these children.

Bathmaker and Avis (2005) found as I did that many of their newly qualified F.E. lecturers were shocked by the student behaviour which clashed with their expectations of keen hard working people which wanted to learn in an adult atmosphere. Bathmaker and Avis' group were very disappointed by their experience of F. E. and distanced themselves from the lecturers they met, who they perceived as being unprofessional and time serving. Bathmaker and Avis say that they

were marginalised and made to feel different. Some of my students who were new to Urban College had made similar comments and exhibited a different set of values and expectations from the long standing members of staff, who they said talked of 'bums on seats' and the good old days. Gleeson and Shain (1999) talk about 'strategic compliance' as a way of coping with change. Although what Bathmaker and Avis describe sounds more like what they call 'unwilling compliance' (2005, p 60) or even strategic compliance.

Creating folk devils is not the answer as it just stigmatises those who are already victims but it could be a comforting and common sense way of trying to make sense out of the constant change and chaos that is the current situation in F.E. They are willing even if they do moan about it but may not have the skills. It is reminiscent of NQTs constant complaints that they did not do enough about SEN in their three/four year training course. Better training could be an answer to both.

The panic was / is real and is expressed most by those who have most experience within F.E. and can remember the 'good old days' when teaching and tutoring seemed relatively unproblematic. As this has become a longitudinal study some of my respondents noted that the feared group changed over time. In turn each group then went through a period of normalcy and the next contentious group took centre stage. The moral panic may well be reaction to the massive amount of change and initiative overload that F.E. staff have had to respond to in the past fifteen years. As has been demonstrated in the literature review and later in my data they are a group of people who have not been trained to work with the wide variety of clients the government has sent to F.E. under its Widening Participation, Lifelong Learning and Inclusion banner.

The panic I think is also engendered by the level of government interference and the new higher level of accountability and inspection, as well as the initiative overload. It is a reaction to the 'audit culture'. As

has been suggested by many other writers the sector was until very recently largely 'hidden' and suffering from 'benign neglect.'(Lucas, 2001). Although it is 'non p.c.' to say it there is a conflict between teaching for inclusion and widening participation and meeting government targets which causes tension amongst teachers and managers. The solution for most SEN teachers is obvious, the government achievement targets are wrong and those for inclusion are right while other lecturers take a different position. F.E. and other teachers suffer from an expectation that you can do both at the same time, which is bound to create some level of alienation and anomie.

5.6. Habitus, Fragmentation and 'Dual- Professionalism'.

As has been suggested by writers like Tipton (1973) and more recently by Lucas (2005) and Robson (2003) the teaching staff do not see themselves as having anything in common with teaching staff from another discipline and this professional jealousy and antipathy is made worse by class and gender (and in some colleges no doubt by ethnic) divisions. e.g. those teaching on degree level course or professional childcare see themselves as being very different from hairdressers or motor mechanics. Just as plumbers and electricians do not see hairdressing as a proper job or as skilled, which is itself a gendered concept.

Staff especially those in the vocational areas, do not tend to think of themselves or each other as lecturers but as Hairdressers or Plumbers or psychologists who are lecturing at the moment, thus perpetuating class and gender divisions. This is these days referred to as 'dual professionalism.'(Davies 2008). They rarely see themselves as having much in common with other departments and have at times been actively encouraged to be competitive and try to steal each other's students and resources. Their attitudes to issues like professionalism or

teaching people with SEN are I assume coloured by the predominant attitude or discourse in their professional workplace (their field).

This issue of staying within one's vocational area or specialism could be a defence mechanism; a way of refusing to accept the value system and knowledge hierarchy of other possibly more powerful groups. It could be a way of resisting male dominance and class values. I had in the past seen this as a negative position which prevented the development of F.E. lecturer professionalisation but it could be a way of fending off the deprofessionalisation associated with new managerialism and the audit culture, (Robson and Avis, 2003). While this habitus may be limiting it may also be nourishing and a way of staying within one's culture of origin. It could protect the self by providing an alternative valuing (See the work of Lacey on working class Grammar school boys, (1967) where some boys found the class differences between school and home too great to deal with and so had to either reject their home values or the school's middle class ones). It could be seen as a way of contesting and thus resisting the dominant middle class value system which sees social mobility as the best way forward and as liberating. It could be like Willis' (1979) boys who reject the school's definition of them and set up alternative cultural values. The retention of the original value system may also be a necessity if one is to pass these values on to another generation of people entering your specialism or cultural capital. i.e. how to become a successful beauty therapist or nurse or counsellor may be dependent on learning this from a practitioner who still retains the values.

While these forms of habitus may be limiting they may also be nourishing especially in times of stress and a way of staying within one's own culture of origin. They may also allow you to return to that job if teaching turns out not to suit you. This could explain why for example hairdressers reject managers who used to be hairdressers as somehow now being inauthentic and in a sense traitors. While this can be seen in a social class sense for craft vocational areas a similar rejection occurs

at the value level for say nursery nurses or counsellors. This could account for middle managers being able to have foot in both camps but senior managers needing to be managerialist. Gleeson's (2001) work on the conflicts some managers face would also point to this. The assumption that we should all want to be socially mobile and gain middle class values when we change jobs is of course a very middle class value set.

Lecturers may also need to retain their original work based values in order to transmit these to the next generation of vocational workers and so the acceptance of teachers values could be very counter productive as well as detrimental to their sense of self. It could also affect their status with their students, as well as the staff in the work placements they send students to work in. So that one would expect sociologists and chefs to have different values and discourse even if they are now all teachers working in the same department. It would be very useful if they could also have some shared values.

It may well be the kind of psychosocial defence mechanism associated with reluctance to cross social class borders as described by Lucey, Melody and Walkerdine (2003) where the cost of mobility is too great or it could represent their positioning somewhere near the border to enable them to cross to and fro at will. What Grossberg describes as a 'border existence' (Grossberg, 1996, p.91 quoted in Lucey et al. 2003). They could be seen as hybrids and their partial taking on of the teacher professional role could be a sign of this. (ibid, 2003).

...the uneasiness of hybridity in terms of social mobility through education achievement for women from working class origins stems partly from the difficulty of negotiating the emotions, negative as well as positive, that are aroused when aspirations and success mean becoming and being profoundly different to your family and peer group. (Lucey, Melody and Walkerdine, 2003; p.286).

5.7. Conclusions: The Need for a Reprofessionalisation and Revaluing of F.E. Staff.

Given my comments above then maybe what is needed is a revaluing of vocational work and skills which would allow the FE lecturers to take pride in their own occupational identity and still somehow embrace a shared professional one as teachers of those skills. We do not all have to share exactly the same identity to be professionals in the same settings but a loss of class and gender antagonisms would help all concerned and make professional or the Union response more effective. They could have what Modood calls a 'hyphenated identity' (Modood, 1992). While it has the obvious strains and stress of role and value conflict it could also offer the best of both worlds.

Linked with the issue of professionalism are the ones of social class position and gender so that to be a working class woman intellectual is effectively breaking two taboos (Maguire, 2001). However, being a working class woman teacher may be less dangerous and therefore more socially acceptable. This may prevent some women from progressing on to doing more academic work or taking on managerial status in F.E. and work to prevent them from full professionalism as discussed earlier.

If the work of Maslow and the other Humanistic Psychologists has any validity, then we have little hope of improving schools and colleges while we devalue and deprofessionalise teachers. If Maslow (1967) is correct in his contention that people are driven by the desire for acceptance, self respect and self actualisation then managers and policy makers would be wise to reflect on their behaviour and expectations in terms of how it effects their feelings. Listening to teachers complaining about how they are being treated suggests that Maslow was at least right in the desires part.

Researchers like Katz, Bell and DeVine, (1998) suggest that many adults seek their sense of self actualisation and higher needs through

their work or by doing CPD. Sadly many of my respondents were too tired or dispirited to take on extra CPD. Further academic qualifications may be outside of their occupational habitus so that their self esteem may come from doing more occupationally related C.P.D. This would in turn give them higher status with their students and peers. However the new licence to teach in the Learning and Skills Sector from now on requires them to do at least 30 hours per year CPD. after gaining their full QTS.

My own position was in the front line of the growing conflict between the 'new managerialism' and the older moral order of the lecturers and support staff. All the staff who were more senior than the middle management level I worked at were seen as being 'them' (as opposed to 'us') by lecturers while my level kept its credibility by still teaching as well as managing. There were also strong elements of gender as all but two of all those in levels above mine were men in a college with the majority of staff were female. The chief executive (of South Country College), as he liked to call himself, (a new managerialist title) had come to the college to take up the post from the army, never having worked in education before, in fact he often said that he had trouble talking to women and academics. The next level down were considered to be his 'lackies'. They were commonly referred to as his 'yes men'. The only women at upper management levels were the two in the 'velvet grottoes' of Human Resources and Student Services. The situation was less clear cut but no less political in Urban College.

This professional rivalry was aptly demonstrated by the indignation shown in both of the research colleges by the comments made about 'Hairdressers' being made directors of quality. When I pointed out that they were in fact lecturers in hairdressing the reply from several people was 'Yes, just jumped up hairdressers.'. Any training or qualification framework would have to deal with these factional interests. Even occupational groups which looked to the casual outside observer as being alike, e.g. Hairdressing and Beauty Therapy had a great deal of rivalry and one admissions officer had to be spoken to for only sending

'well spoken' prospective students for beauty therapy interviews and the rest to hairdressing.

I am unsure whether F.E. lecturers have a shared habitus and share the same field in Bourdieu's sense. I suspect that they may inhabit several fields where they have much more in common with those from the vocational areas, the field in which they first trained. The habitus tends to be related to occupational groups and strongly social class based. F.E. being a site for class contestation. What is clearer from the evidence though is that much of F.E. is anti intellectual they do not believe in or practice research and they resent having to do extra training whether it is one-day one-off quick fix training or the portfolio building associated with gaining 'D' awards (NVQ assessor) or Transferable skills assessor awards or the FENTO or LLUK style ITT. This reluctance has profound implications for their professional status project.

I have looked at the everyday lives of mainly women in F.E. and their values and feelings about their work. Some had cried when they spent time facing up to the changes that they had experienced. Because of my position embedded as I was in the subject matter it took me a long time to make sense of what was going on, as I too was confused, frustrated, and hurt by the changes that I have labelled 'de-professionalising' and the new 'managerialism'. The stress that I and many of my respondents felt was the day to day experience of being devalued and undermined in a job you think you are good at and work hard on. The personal is political. My research has tried to be an active/ proactive response to this lack of control. I now see why I was warned off doing the research and made redundant from South Country College when I had uncovered the level of and the lack of managerial support in case study one.

5.8. Recommendations and Issues for Reprofessionalisation.

Some efforts have been made to create partnerships with H.E. Institutions to cultivate practitioner research as a form of CPD but these have tended to be of the school improvement or school effectiveness type. F.E. colleges do not appear to be learning organisations (Senge, 2004). This situation does not bode well for creating a learning culture and a lifelong learning ethos in those leaving F.E. for the world of work.

One possible staff development solution is that put forward by Cunningham and Doncaster (2002) which describes a course run between an FE college and H.E. provider where Action Research is the main model for degree and shorter staff development courses. While, as they point out, this does have the dual function of college improvement I am not convinced given my observations and research findings that such an approach would be enough to empower staff and improve their practice or change their habitus significantly. Some would no-doubt be confident enough to undertake such a practitioner centred approach while many in areas that are traditionally less academic would find a more structured approach at least at first more suitable. But how many would be willing to actually do it given the pressure on their time, the general feeling that there are already trained enough and the low staff morale. The Action Research approach would be very attractive to college managers but much less so to hard pressed lectures and support staff.

According to Guskey unfortunately, 'reviews of professional development research consistently point out the ineffectiveness of most programmes' (Guskey, 2002; p.381). Guskey claims that this is because most CPD programmes are based on a sequence of desired goals presented in the wrong order: a CPD leader attempts to change teacher attitudes and beliefs, which will then change classroom practice, thereby leading to change in student learning outcomes. He says the sequence should be

change in classroom practice leading to change in student outcome followed by change in teacher beliefs (ibid; p.383).

McMahon (2003) also criticises the nature of professional development training often comprising of short briefing sessions raising awareness of the innovation but insufficient as a means of changing practice. She goes on to further criticise the delivery of such training , normally to the whole staff with little or no account taken of differences among them in their existing knowledge, experience or preferred learning style. Fullan and Hargreaves (1992; p.27) argue that this type of training is too often 'fragmentary in nature, rushed in its implementation and top down in its imposition, it addresses only a fragment of the teacher,' Joyce and Showers (1988; p.4) argue that effective staff development requires cooperative relationships that break down the isolation and increase the collective strength of the community of educators.' Fullan and Hargreaves (1989) also argue for C.P.D. budgets going to teachers not administrators.

There is no doubt that whatever shape the F. E. (or the Learning and Skills Sector) will take in the future that it will need a better trained and managed work force. This training should in my view take the form of a proper initial teacher training much as secondary school teachers are trained with a professional, status of Q.T.S. and a body to represent them similar to the General Teaching Council. The training should not be competence based and should be post graduate in nature. For those who do not have a degree in their curriculum area, e.g. hairdressers or plumbers then there should be either a Foundation degree similar to the one now being developed by Urban College or if possible then a Honours degree in post -compulsory education like the one we worked on in Urban College. Masters level courses should also be easily available and recognised by the colleges as significant CPD with some time of in lieu and bursaries. A move up the pay scale would be a good incentive for most lectures and of course LSAs, who would benefit from training. A change of minds and hearts is needed

but the college management showing their belief in the efficacy of these would be a good start. Managers also need much more and better training as very few have management training qualifications.

In addition to F.E. staff's reluctance to do training and CPD or maybe as evidence of this has been the very poor uptake of ILT (Institute of Learning and Teaching in Further Education) membership say in comparison with for example the numbers who joined the ILTHE (Institute of Learning and Teaching Higher Education now called the Higher Education Academy). While the organisation has little political clout it could have developed into a pressure group for F.E. staff. Teachers after all have the General Teaching Council in this role.

As far as CPD is concerned then the Learning and Skills Development Agency has a role here as do the individual colleges where staff work and the partnership universities. Two possibilities to ease the situation with staff trying to cope with students who have emotional problems are the modules, which I have created for teachers as part of an M.A. in Education. These can be found in outline in Appendix (G) and are created to support teachers, tutors and lecturers in their pastoral role with a wide variety of pupils and students. They are 'Counselling and Tutoring Skills' and 'Mental Health and Other Educational Issues for post 14 and FE.' These should enable staff to do their jobs more effectively and more safely with less stress. While both have run for five years now and have had positive student evaluations, I am saddened to realise that all but two staff have been from a variety of school settings rather than from F.E. Despite our targeting such staff and the centre I run being located in an F.E. college. No College staff had even enquired about the modules up to two years ago.

At the end of the day what we may need is a complete change of mentality on the part of F.E. staff if they are to meet the needs of the diverse groups of students who come to them and also meet the requirements of the DFES and inspection regimes. In staff rooms and

corridors I still hear comments that staff are being asked to do work with students who are very difficult and that they are not trained for this. Behaviour is still the most common lunch time topic for conversation.

Some researchers and writers like Deem et al (2000) suggest that the feminisation of management has produced a reduction in the bullying which was common in the early days after incorporation and Gleeson and Shain (1999) point to an emerging cooperative and collaborative relations developing within the sector with progressive possibilities which hold the excesses of marketisation in check. Sadly, like Avis, (2003) I have seen little sign of these in my samples. Those in the feminised middle management position have very little real power although their occupants do their best to humanise the situation and staff say that they get less time than ever to talk, least of all to collaborate and work cooperatively.

It may well be that we need is a new notion of professionalism which unlike the current and traditional versions and new managerialism are highly gendered and in fact masculine and class based as Davies (1999), Hey (2004), and Bradford (2004) etc. have pointed out. What we need is one which takes into account the fact that teachers are mainly women and have values that are gendered, concerning cooperation and caring and that many of the men in the sector share these more feminine values. We need a concept that allows for border crossings and hybridity, where being good at teaching and supporting students is valued, as well as having vocational knowledge which is needed in the new economic order. If these concepts were carried over to the inspection process it would hold less terrors and yet also provide the quality assurance students deserve. This would allow for the development of the teacher's soul and the project of F.E. and transformation to move forward. F.E. lecturers should be involved in this reprofessionalisation in a way that they are not currently. It is one way to save a demoralised and devalued workforce.

Robson (1998) and others talked about a profession in chaos as Avis (2005) says we need to move beyond performativity. Most of the recent work confirms that little has changed. The FENTO standards did little to change the professional status of teachers, it remains to be seen if their new incarnation will work any better. OfSTED and some teacher trainers believe it will while others are less optimistic.

As a part of this process more research work needs to be done on FE and as Robson (1998) points out there is a need for research into the current values, the status and experiences of FE staff and the nature of their work (as I have tried to do) and into 'the formation of occupational and professional identities and the nature of transition from one identity to another' as well as the impact of recent changes on staff and their work. (Robson, 1998; pp.604-5). You can only begin to move forward when you understand where you are now and what is keeping you there.

5. 9. Repetitive Change Syndrome. Change as an emotional issue for FE staff.

One other issue which has become more and more evident as I have read through the literature and the interview and survey responses has been the role of change in destabilising the way people feel about themselves and their jobs. It has been a major stress agent and has caused both alienation and anomie. For example Feldman (2007) provided a theoretical and critical perspective on emotions and how educational professionals develop their professional knowledge and understanding.

There is recognition of the important interlinking between emotions and educational efficacy from Denzin (cited in Lupton, 1998; p.22) who points out that "emotions are nothing less than central to ontology" and

Britzman (2003) who claims that the role of emotions amongst professional educators are central to “epistemological as well as ontological purposes.” (2003; p.42, cited in Feldman, 2007; p.15).

Hargreaves exposes the sense of loss, recognised by Marris (1974, cited in Hargreaves, 2004; p.288), that many teachers experience when subject to change. Further evidence from Macmillan (2000) showed that repeated change created endemic insecurity amongst staff causing teachers to harden themselves against subsequent reform. The emotional suffering and pain of poorly conceived and badly managed change (Abrahamson, 2004; Fullan and Stiegelbauer, 1991; cited in Hargreaves, 2004; p.292) is, says Abrahamson, administratively unnecessary, organisationally disruptive and personally demoralising. Evidence also suggests that there is a gender difference in how this is experienced with women internalising the loss and men experiencing anger. Both were evident in my findings and often in the same person.

Fullan, writing on the new meaning of educational change reinforces the view that developing relationships, involving interaction, ownership and shared values are crucial to successful change and not simply the imposition of top down reform. Support for the active involvement of teachers in the change process comes from the Royal Society who write in response to the government’s Green Paper ‘Teachers: meeting the challenge of change’ that it is vital teachers are central players in the process of bringing about change within the profession. While this is written about school teachers it is no less true of FE staff.

Subsequent research into the core process of educational change by Geijsel et al (2005) offers an additional perspective claiming that educational innovation requires a radical change in the very identity of the teaching profession, involving a relationship between cognition and emotion that is driven by a strong teacher learning environment resulting in the collective educational benefit for both teachers and students.

Staff may well be suffering from repetitive change syndrome. FE staff need a period of stability when lecturers and other staff can get used to doing things and get good at them. I would also argue, as most of my respondents did, for a more students and staff centred way of management with a demand led funding system. However, having heard the current minister for Business, Innovation and Skills introduce his ideas for the lifelong learning sector (15.11.2009) sadly, we look set for more change and more stress for teachers.

The government gives every impression of thinking:

- That high-quality education can continue to be provided irrespective of the level of funding.
- That learning will thrive in an environment devoid of emotions such as excitement, enthusiasm and passion.
- That learning is all about being 'independent' and 'autonomous', with the interactive, social and emotional being insignificant.
- That new technologies will solve all the problems.
- That 'the market' is the only way to provide education.
- That staff are lazy, inefficient and rebellious and so require constant surveillance and 'tough', 'hard' managers.
- That by repeating the word 'diversity' often enough, we are demonstrating our commitment to equal opportunities.

Ref needed here

This is not a recipe for reprofesionaziation or self esteem amongst staff.

Chapter 6. Conclusions and Recommendations: The Tutorial Role 'Reprofessionalised'.

6.1. Tutor training and organisation.

One of my main initial interest was in the role of the tutor in FE and so I return to that again. Having read the Learning and Skills Development document Successful Tutoring (2001) I note that neither of my case study colleges in included in their advisory list providing good practice examples (i.e. the thirteen who are included, all who gained a grade 1 in inspection or were beacon colleges). Nor were they in the 42 response colleges who made up the Raising Quality and Achievement, Good Practice in Tutoring Network. Interesting as I was a member of this group representing my college before they made the post of tutorial co-ordinator redundant. This is also a move to a more hard nosed view of student support. The College must have chosen not to continue its membership in the group suggesting a lessening of commitment to the tutorial process, as did getting rid of the post of co-ordinator. This was interestingly the same setting where I took field notes and the same group or maybe half of the group I used for collecting data on training and organisation of tutors and tutorial systems. See Appendix F below for the responses to my questionnaire. I only had access to half the group as the meetings happened in two separate parallel sessions a week apart and the two groups never met each other. The forty two, the LSDA used sounded a lot better trained than the survey responses I got would suggest. I wonder if maybe one of our pieces of research is less valid than the other as there seems to be little reliability between the findings of these groups. It maybe that the other group to which I did not belong, was the better one.

From my research I would suggest that the LSDA research overestimates good practice in its search to celebrate it. This position is based on discussion with other tutor managers including those in the Good Practice groups and other national CPD sessions as well as visits to other colleges and my own experience in 8 colleges. Sadly

they do not tell us how these forty two colleges were chosen other than that they were all members of the Good Practice Network, which would suggest that they were colleges which placed a high value on tutoring or at least had a tutor manager and so could be expected to be above the normal level for training and organisation therefore not necessarily reflective of typical FE provision.

My Tutor Manager questionnaire was relatively short and to the point and was designed to give me a wider national picture of how much time and resources colleges were putting in to their tutoring staff and provision e.g. how many hours per week did students get from their tutor and how much time allocation did tutors get to meet this demand. However, as Lloyd and Payne (2003) point out the reliance on single respondents, often senior managers completing a questionnaire may, in many cases reflect company policy rather than the reality of workplace practices.' (2003, p. 90). While this may have happened with my research it looks like it definitely happened with the LSDA one. I addressed mine to individual named people I had met and therefore knew in the Network who were middle managers, sadly the LSDA do not tell us who completed theirs. The results from my survey surprised me as they were even worse than I would have predicted.

The LSDA made South Country and Urban College look good and yet we as tutorial coordinators were constantly pressing for more training and more staff hours to do a massive job. We thought that one hour per week for a notional group of twenty students was not enough time given the teaching load most lecturers also had. The LSDA seem to be recommending two hours per week per group and say that that is the figure which their research came up with, which is more than many of my sample reported.

They say:

In a post-16 educational world, where student retention and achievement are given high priority, the role of the tutor is central to successful learning. We have seen the tutor move

from a largely autonomous role, sometimes with a vague brief to an extended and more clearly defined role with a clear link to learning. The quality of the learner/tutor interaction is key... (Green, LSDA, 2001.p1).

They make the point that 'managing for quality and consistency in tutoring is the priority for colleges nationally.' but also say that 'the new and wide-ranging demands on the 'millennium' tutor may not be embraced with enthusiasm.' Green, LSDA, (2001. p1). They make a good argument for training and centralised systems where shared resources can ensure that all students get a better deal and allow staff to do a more professional job. At one end of their sample were colleges which offered two weeks tutor training and at the other were colleges where new staff had to learn the complexities of their systems from more experienced ones as they went along. My sample showed less of a difference than this with most getting a two-day training session and updates every year from then on. They noted that where training does happen it tends to focus on paper work with training for explicit skills for tutoring were quite exceptional and yet it was these that my staff were asking for. They suggest coaching and mentoring as possible training modes which tended to differ from the responses I got which suggested that the training being offered was of the one hit staff development day type, which many teachers find next to useless.

(Please see Appendix G for a copy of the questionnaire and a brief analysis of the results).

Like the good practice examples in Green's 'successful tutoring...' (2001), my survey produced a wide range of tutorial system types with varying degrees of satisfaction expressed by the tutor managers who completed the survey. None of mine, however mentioned the support worker mode which Green and the inspectorate hailed as successful. From conversation with staff and students I know that this would not be welcome or seen as an improvement by them although management

may well see it as a way of saving money and gaining a more compliant work force.

My research in the focus groups in South Country College and Urban College, plus the staff interviews show that they all like the model of being tutored by someone who also teaches you. This gives several advantages, not least of which is that students say that when they have a problem they like to talk to someone they already know and trust. It also has the advantage of the tutor knowing the curricula area well and having the respect of the students, as well as actually knowing them.

One of my respondents said that she had left one college when it changed its tutorial system to one where staff, were either dedicated tutors or lecturers only. She felt that this move deskilled her and so presumably also deprofessionalised her and other staff. She said that she did not want to give up teaching in her professional area of expertise but nor did she want to give up the personal contact with students. She also felt that it could have a detrimental effect on promotion chances. She and other staff were also 'fed up' that management could introduce such a profound change to their job descriptions and roles without consulting them.

All systems have advantages and disadvantages but this move did seem short sighted and the system was soon seen as a failure and only stayed in place for three years at that college. The management reversed their decision when it was found that students did not turn up for group tutorial sessions and still went to their teachers when they had problems. It had however caused a good deal of stress and they had lost effective staff during the process. This illustrates how important is to get the system right and take the staff along with you in any change.

6. 2. Moving Forward: The Tutorial Role 'Reprofessionalised.'

So to bring the project full circle I return to one of my original concerns i.e. how can tutors in F.E. provide support for their students whether they be the traditional ones or the new widening participation ones. This is not to in any way undervalue their teaching role but to acknowledge that the job title of lecturer is at best anachronistic given the range of duties they perform and for some inaccurate.

Perhaps, most importantly, the research also confirmed that initial teacher training should be challenging and allow teachers to explore theory as well as practice as Hyland and Merrill (2003) point out. It clearly showed that there is a need to create at least one module in ITT on tutoring and others on special needs as well as a dedicated optional modules on other topics like teaching the 14-16 age group. All staff should be expected to do ITT and be able to gain QTS from that, as is now policy. It also showed that staff should also be provided with good regular CPD, which reflects the changes in their jobs as well as the requirements of the inspection framework, which tends to dominate the agenda now. The 'one off' hit does not seem to provide enough encouragement or information to make any real difference and is regarded by most as a waste of time. Fortunately many of these suggestions have now been incorporated into post 16 training and CPD.

My experience and my respondent's views suggest that we should not separate out the role of tutor nor should we go to a volunteers only system. All teaching staff (full time and significant part time) should have a tutorial responsibility for some of the students they teach as this gives them both visibility and status with students. It gives staff wider professional experience and many, especially women, get a good deal of satisfaction from the role. It also enables them to know what the students are going through in their curricula and so be able to give

realistic and timely advice. They should of course be able to refer on to a range of external support agencies as well as internal counsellors and careers advise as well as financial and housing advisors. They should also have the support of a manager who can if need-be act as a supervisor for their emotional issues and complicated cases or if they prefer should have should easy access to the college counsellor for this role.

Suggestions:

- As some staff are more enthusiastic and quite frankly better at the role they should have responsibility for more tutees but also get more time allowance for this role.
- I would propose that a system of hubs be created where the central hub leader is someone who is well trained in the skills of tutoring and support who can model good practice for the rest of their group of say 8-10 tutors in a subject area and provide support and training for the others.
- A mentor, coach or buddy system could be used for new tutors, as well as formal training at induction.
- The one hit once a year is not enough especially with the growing demands of students and the increase in the number who have complex problems.
- A central manger on SMT should have overall responsibility and be able to argue the case for proper support resourcing.

Other professional activities that could be undertaken by either the hub leaders or some by the central manger are :

- Skills training for all concerned, which is more than a one hit session. e.g. Counselling skills or NVQ in Advise or Guidance could be provided as term long CPD of one session per week. This could be the 30 hours continuous CPD now required of teachers.
- Sharing of good practice.
- Drop in clinics for staff tutors, including twilight session for part time staff.

- Consultancy support for individual tutors.
- Showcasing tutoring work with individual students and groups.
- Developing of resources and a resource bank.
- Mentoring activity.
- College and divisional staff development.
- Work within curriculum areas as a 'critical friend.'
- Assertiveness training for staff.
- There should be cooperative links between colleges.

Added to and adapted from and Green 2001.p.;20.

In order for tutors to do their job properly there are other changes in addition to training needs. Tutors need more say in their role and their CPD so that they can gain some ownership of the role and their labour process. A revaluing of their time and effort is overdue. As is a revaluing of the softer feminine skills in FE generally. They need to have enough time to spend time together sharing good practice rather than always just crisis management, (in a way I saw SEN lecturers benefiting from). They need a reasonable time allowance, at least two hours per week for each class of twenty students as recommended by the LSDA. Most of all they need senior management to accept that the role is a vital one, if colleges are to succeed with the inclusion of difficult students, which is the role successive governments have given them. They are also need in order to gain good OFTESD grades and actually do the job well.

I realise that this is an expensive option but it has been shown by the research of Mendez (1999) and Green (2001) that good tutoring increases retention and achievement. I would also suggest that it could improve staff moral, even in the most 'butch' of departments there are men who make good tutors. It may need a change of mindset for their value to be acknowledged in some colleges and some departments though. A challenge to their 'habitus' and discourse but these do change over time as our circumstances change. All need better training than they seem to get at present and an

acknowledgment that the job is a complex but vital one. If the new population of non traditional students are to succeed and inclusion become a reality then more college resources need to go into tutoring and other support services.

6.3. Final Thoughts, Conclusions and Evaluations.

The one thing that does not seem to change is the relentless pressure of top down initiatives. The Staff I see around me and talk to do not show signs of feeling any better about their work. I still hear the kind of comment that shocked me into doing the research in the first place twelve years ago.

I began with a deep concern for the students and staff and little that has happened in the past twelve years, which has lessened that concern. The folk devils may have changed but the moral panic continues. The data I gathered from the interviews participant observations and surveys paints a picture of groups of workers who feel betrayed, used and demoralised. Newer members of staff show less signs of this but are still stressed and many are leaving the job as they find the new training too demanding. They have much in common with the ones researched by Bathmaker, (2004), Bathmaker and Avis (2005), Avis (2005), Gleeson (2001) and Acker and Armenti (2004). They are good people who went into F.E. to give students, who often had little going for them, a second chance and to make a difference. They deserve better and will need it, if they are to support the growing number of 14-16 year olds and other non traditional students which governments want them to be responsible for teaching. Inclusion can work but it has a cost in the short term.

With moral as low as it is management can not go on relying on the good will of maternal staff forever. Staff show signs of being both stressed and alienated but are not anomic, many still, despite every change, maintain a belief in the transformational and empowering role

they and FE can play in the lives of their students. However, high staff turn over rates looks like remaining a problem as long as the repetitive change conditions continue.

Staff trainers and ITT teachers are unsure and rather ambivalent about the new training regime. They are not convinced that it will be any more effective than the previous one and are anxious about getting 'craft' staff through the various stages of the qualifications. The government consistently fails to understand the complexity of FE and the constant changes at policy level may be a symptom of this lack of class awareness and border crossing ability. The government's one size fits all solutions are unlikely to meet the needs of people from different social classes and with different habitus, who are expected to train people in different fields thus socially reproducing various parts of the class structure. There is a contradiction in the government's position of wanting FE lecturers to be professionals and at the same time needing them to carry on the cultural transmission of working class jobs as part of social reproduction.

Revisiting my aims I think that I have met most of them as far as it is possible to do so while also working in the system. This familiarity has given me the insider perspective and a level of understanding which strangers who would rarely develop.

My Original contributions to knowledge in this work have been that:

1. This research could be seen as a critique of one major aspect of the New Labour's inclusion policy coinciding as it does with their period in power. It looked at FE with a political context, a critical slant as well as a Feminist one.
2. It is one of the only longitudinal studies on FE and change.
3. It is one of the very few research projects to be based on insider research.
4. It attempts to test out the usefulness of Bourdieu's concepts of 'habitus' and field in an English context.

5. It gives a voice to otherwise ignored groups like ordinary and part time lecturers and learning support assistants, many of whom have to do their ITT part time while also working.

6. It is different from previous work in FE as this has been carried out with a wide range of college staff and in particular three groups of part time ITT students, many of whom are craft technicians rather than graduates and as such are the very groups that the Government wanted retrained and to train the new workforce for a more competitive Britain in a global economy.

I would also like to think that it provides lessons that policy makers, managers and Trade Unions need to learn.

If I were to do this research again I would hope to be more organised and finish in less time but if that were the case then I also feel that the research would be less rich and the data less complex. While I never intended this to be such a longitudinal study it has certainly benefited from being one and they are still very rare in FE. I would also make sure that I had a full set of interviews and possibly a survey in setting three.

I can now see very easily why so little research has been done in FE as the culture mitigates against it at every turn, with the levels of overwork and lack of support for or even recognition of research, which is seen by many staff and management as a possible threat or just irrelevant.

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Appendix A.

The Glossary of Acronyms and Sociological Concepts.

(While most of these concepts tend to be contested and problematic, these are the operational meanings as I have used them.)

ALI - Adult Learning Inspectorate was the inspectorate for adult colleges and courses while the FEFC inspected the ones for younger students. Their roles have now been subsumed into OFSTED..

Alienation - a concept used by Marx to describe the separation of man from his production and a loss of feelings of control and efficacy.

Anomie - First used by Durkheim (Suicide, 1876) to describe the loss of values and despair people experience when change is too rapid and they lose their norms and values.

AoC- Association of Colleges which is the federation representing the employers and college top management.

CTLLs.- Certificate in Teaching in the Lifelong Learning Sector a short course

Discourse- the framework of thinking in a particular area of social life or field.

'D numbers.'-The assessor awards for NVQ and GNVQ qualifications.

DTLLs. - The longer initial teacher training course to be used in PCET.

EBD - Emotional and Behavioural Difficulties.

Ethnomethodology - the study of how people make sense of what others say or do in a social setting. Garfinkle (1974).

FEDA - Further Education Development Agency.

FEFC - Further Education Funding Council, this acted as a funding agent for government and an inspectorate but was later replaced by the Learning and Skills Council.

FENTO - Further Education National Training Organisation which was a short lived quango set up to create a set of criteria and training units for Initial Teacher Training in PCET.

Field - concept used by Bourdieu to describe the different social positions that groups or individuals find themselves in. They may have a shared discourse and norms and values.

Folk Devils - From the work of Stan Cohen where he described characters created during a period of moral panic who can be blamed for social disorder and so used to bring the group together by creating new norms.

Fordism - the use of mass production; often used to describe modern industrial society

Globalisation= the growing interdependence between people regions and countries in economic relations.

GNVQ - General National Vocational Qualification a college based course which is assessed using competence criteria like NVQs.

Habitus - Bourdieu's concept to describe the individuals life events and values which make up their identity and way of being.

Hegemony - the way individuals in a society are controlled by having access to only one set of values.

Incorporation - the event in the early 90s when the government ruled that colleges were no longer to be under LEA control but became independent corporations in their own right.

ITT - Initial Teacher Training (for post compulsory education).

LSA - Learning Support Assistants are those people usually women who are employed to work directly with students with SLDD or a named SEN. They tend not to be very well qualified and their roles vary and can include those of lecturers like teaching a group or tutoring. Sometimes also known as LSWs Learning Support Workers.

LL UK - the new quango set up to create and administer the newest ITT awards and standards in PCET.

Moral panic - a term popularised by Stan Cohen to describe media inspired overreaction to deviance to the extent of seeing it as a general social disorder.

New managerialism - the way managers now act in public services which treats staff and clients as though they were just objects or part of a business enterprise.

NVQ - National Vocational Qualifications competence based set of requirements which are usually assessed in the workplace or a simulated workplace setting e.g. a training salon.

Reflexivity= the connections between knowledge and social life.

PTLLs - This is a short course for new people teaching a few hours per week in FE or AE. It is a basic survival guide.

Sessional lecturers - the part time staff who are on short term contracts and paid on an hourly basis with little security of tenure. Sometimes known as Associate Lecturers.

SEN - students with special needs who are most often taught in the mainstream courses but could be in the SLDD section if their needs are great enough.

SLDD - Students with Learning Difficulties and /or Disabilities. These are most often taught in a separate unit or department.

Symbolic violence - term used by Bourdieu to describe the emotional harm done to an individual or social group by the elite. e.g. undervaluing their norms.

UCU – the University and College Union this is an amalgamation of former NATFHE (National Association of Teachers in Further and Higher Education) and the University Union.

VET - Vocational Education and Training. Covers FE and work based learning

Appendix B.

A Short History of FE and Benign Neglect up to the 1990s.

The history of FE is complex and this will be of necessity only a short version due to lack of words allowance. The exact beginnings are multiple and have been traced to a variety of working class ventures and attempts at learning and self help. e.g Nineteenth-century technical education and training had a number of strands from apprenticeship to the Mechanics Institutes, to the Evening Institutes. (Simon 1965). According to Lucas 'by the mid-nineteenth century, there was increasing criticism of this voluntary tradition. Following the Great Exhibition of 1851, great concern was expressed about the state of technical education and a Department for Science and Art was established under the Board of Trade in 1853 (Bristow 1970). According to Lucas (Lucas 2004p 6) little came of this.

In their interesting sketch of the more recent historical development of those activities which have been subsumed under the FE umbrella, Green and Lucas (1999a) present an outline based on five periods: the nineteenth century, 1900-1944, 1940s to 1970s and 1980s and, finally the 1990s. I intend to use these broad categories and – supplementing existing accounts with philosophical, historical, social and empirical studies, (Hyland and Merrill, 1996, 2001; Hyland, 1999; Merrill 2000) – to offer a broad outline of the evolution of the sector.

The Nineteenth Century.

Pratt (2000) has suggested that it 'was in the last quarter of the nineteenth century that the system of further education as we know it today became established' (p13). In terms of social, economic and educational origins this is correct, though in strictly conceptual terms 'further education' did not enter the educational lexicon until it was first used to refer to post school provision in Section 41 of the 1944 Education Act (Dent 1968, p. 35), which required

local education authorities (LEAs) to secure provision of adequate facilities for VET(vocational education and training). Hyland and Merrill, (2003, p. 5).

The main strands of development prior to the establishment of state systems were working-class 'self-help' movements, offering social and cultural enrichment through adult education activities, and the Mechanics Institutes, which provided a diversity of technical and vocational education courses (Hall, 1994). The key aims of the former – the various workers and mutual improvement societies which grew out of the labour and co-operative movements – aimed to provide general literacy, scientific, cultural and political education to remedy the absence of state provision for working people in these areas. Clubs and circles were organised by Chartists, Owenites and Christian Socialists, an example of the latter being the establishment of the London Working Men's College in 1854 (Harrison, 1954). Simon (1969) suggests that many of these early movements were designed to counteract the impact of the more middle-class Mechanics Institutes which were developing apace in all regions throughout the nineteenth century.

Public examinations and qualifications had been established with the foundation of the Royal Society of Arts in 1856 and the City and Guilds of London Institute in 1879, the latter – in collaboration with the City of London Livery Companies – playing a leading role in establishing the colleges and polytechnics which spread to the regions throughout the 1890s and also later responsible for many NVQ qualifications in the 1990s .

1900 to 1944

Pratt (2000) describes the period from the passing of the 1902 Education Act (giving county boroughs the responsibility for organising technical education) to the 1944 Education Act as 'one of considerable growth' when 'students in technical and commercial education more than doubled, from under 600,000 in 1910-11 to over 1.2 million by 1937-8' (Pratt, 2000, p.18).

The Fisher Education Act of 1918 made provision for a system of part-time education for all young people up to the age of 18 who were not in full-time education but – mainly because of the hostility of parents and employers to the day-release elements of the system combined with the economic downturn in the 1920s – the original plans were never fully implemented.

1940s to the mid-1970s.

There was a large increase in training programmes throughout the war years – particularly linked to engineering, war production and the armed services – and day-release for young workers continued to expand (Evans, 1975). The 1944 Education Act for the first time made it a legal duty for LEAs to provide FE. The so-called ‘day continuation schools’ planned after the Fisher Act were resurrected in the 1944 Act as County Colleges which school leavers would attend part-time up to the age of 18. However, for reasons similar to the historical failure of so many schemes in this sphere, ‘county colleges joined day continuation schools among the might-have-beens,’ (Maclure, 1991, pp.7-8) of VET and educational policy-making. This legacy of failure continues to influence the swings and cycles of policy in the PCET sphere as one initiative after another seeks to make up for the inadequacies of voluntarism in vocational education and training (V.E.T.) and – of special significance for the F.E. sector – the absence of a strong work-based learning route in Britain. (Richardson and Gumbley, 1995).

By the end of the Second World War there were over 700 LEA maintained technical colleges (Smithers and Robinson, 1993, p.28), a remarkable achievement in view of the education budget cuts in the inter-war years which – along with factors already mentioned – prevented the development of post-school part-time provision for young people.

This was the beginning of the so-called ‘advanced further education, which was to lead to the establishment of the polytechnics in the 1960s and 1970s (and also the creation of a binary divide between universities and polytechnics which the 1992 Further and Higher Education Act was meant to

end). (Many colleges still run what is often known as a 'mixed economy,' i.e. both F.E. and H.E. as was the case with case study 2 site while many others have one or two advanced level courses.)

Raised in the 1945 Percy Report and the 1956 White Paper – which was later reinforced in the 1959 Crowther Report on secondary education and the 1961 White Paper '*Better Opportunities in Technical Education*' (and of course, it is a theme which has dominated the policy discourse on FE to this day). In an attempt to remedy these problems, state intervention in VET came with the 1964 Industrial Training Boards (I.T.Bs.) which, by 1966, covered 7.5 million workers. Bringing together all the leading players and mechanisms within the PCET system and the labour market.

1970s and 1980s.

In this period there was the growth of 'second chance' routes with post-16 learners wishing to pursue mainstream academic courses such as GCE 'O' (later GCSE) and A-levels, in many cases providing school leavers who had failed to gain certification or for adults returning to study after a period of employment. This has often influenced the way staff feel about their work, giving them a missionary zeal. Added to this was the factor, which dominated P.C.E.T. policy and practice in this period: the massive rise of structural youth unemployment. Various schemes for unemployed youngsters – Youth Training Scheme (Y.T.S.), Training Opportunities Schemes (T.O.Ps.) and later Employment Training – were established to remedy a chronic problem which left 2-3 million people unemployed throughout the 1980s.

Delivered through private agencies and post-school institutions and, by 1985, the M.S.C. (Manpower Services Commission) had taken control of 25% of non-advanced work in FE colleges (Hyland, 1994). In a similar vein, the establishment of the National Council for Vocational Qualifications (NCVQ) following a review of vocational qualifications in 1986 led to the introduction of National Vocational Qualifications (NVQs).

In spite of a level of success, the 1964 Act never amounted to a national policy for VET and, over the years, was increasingly criticised on all sides of education and industry. The 1973 Employment and Training Act set out to solve these problems by setting up the Manpower Services Commission (MSC) which was designed to reform VET. This trend was reinforced by the 1988 Education Reform Act (ERA) which – in addition to confirming that FE was completely separate from the HE sector – instituted the process of the local management of colleges (as well as schools) by delegating greater powers to governing bodies. However, many colleges still tended to remain responsive to local needs and so were demand driven and different from each other rather than a national system. This left them in competition with each other and vulnerable to change.

Appendix C.

A History of Research in FE.

This section exists to try to explain why so little research work had been carried out in and by FE staff which left them vulnerable and unable to theorise their own work place.

In Further education , the strongest area of work (research) were those that emerged in the 1970s and 1980s, driven by concerns 'over skills shortages or by critical analysis of the training agenda that followed Callahan' Ruskin College lecture in 1976. During the 1980s this largely academic policy driven work was boosted by the development of action research activities of the Further Education Unit, a government-funded quango that was charged with developing the quality responsiveness of the further education sector. (Field 2002 p131).

Field (2002) gives a very useful short history of the research base of F. E. In the area of F. E *The Vocational Aspects of Education* was launched in 1948, changing its name almost 50 years later to the *Journal of Vocational Education and Training*, while from 1977 onwards the *Journal of Further and Higher Education* was published as a professional service to the members of the National Association of Teachers in Further and Higher Education..(NATFHE) (Field, 2002 p132.) The journal *The Vocational Aspects of Education* was published jointly by the four English Technical Teacher Training Centres but concentrating as they did on Certificate in Education programmes, usually for craft-trained industrial specialists, they had little prestige and lacked the capacity for promoting vigorous tradition of enquiry and scholarship according to Field. (2002 p 136.) Only with the merger of the five centres into larger university education departments did a more serious scholarly potential appear. Field says that this is reflected in the rebranding of their journal under the new title of the *Journal of Vocational Education and Training*. At this point more

critical voices like those of Patrick Ainley and James Avis took up posts in these new departments.(ibid. p. 136)

Much research into F.E. has been undertaken by professional and policy bodies. In 1977, the then DES established the Further Education Curriculum Review and Development Unit (F.E.U.). It was responsible for commissioning a range of research and development reports and according to Field this was given added impetus by some of the challenges to F.E. colleges of teaching new types of student (particularly young unemployed people in the late 1970s and then from the early 1980s unemployed adults-see Watts and Knasel,1984). This was subsequently renamed the Further Education Development Agency, then the Learning and Skills Development Agency, after the Learning and Skills Act of 2000. As well as commissioning research and publishing a journal (*College Research*) it was designed to promote a wider research culture within colleges. In 2001 the L.S.D.A. became host to the DfES's new Learning and Skills Research Centre, its interests remain strongly tied to aspects of teaching and learning with a strong focus on developing lecturers' capacity to improve learning outcome.(ibid p136).

Quite separately, a body of enquiry continued outside the institutions concerned with F.E.. itself that has a much longer lineage. During the 1950s and 1960s, the tradition of enquiry into the 'young worker'- harking back to earlier studies of the inter-war years and arguably to the work of nineteenth century social commentators like Mayhew and other earlier commentators. (Yeo, 1971). They could be seen as part of the more radical 'youth studies' of the 1970s or 'new vocationalism'. The modern parallel here is the range of work being done on the notion of 'lifelong learning' which I hope to return to later. Some early work was done by people like Paul Willis (1977) with his 'Learning to Labour.' in the *British Educational Research Journal* 1996, was entitled 'Why is Research Invisible in Further Education?' Ten years later a trawl of that journal came up with just one more article on F.E. which

bore only scant relevance to my chosen area. Appendix A is a list of the journals.

Here too feminist writers made an impact with their criticism of the phalocentric nature of this work. (Cockburn, 1983). This was concerned much more with working class life and the former students at FE colleges had been from this social strata and so were included.

From a less critically orientated perspective, this period also saw the start of what became a series of analysis of the transition from school to employment based on such large scale data sets as the Youth Cohort Studies , Scottish School Leavers surveys, General Household Survey and Labour Force Survey. The emergence of Human Capital Theory also lead to other work. Economics has also powerfully influenced the study of skills and vocational training.

There was still relatively little research on the workings of F.E. colleges and those who work in them. One survey of expert opinion conducted by the Economic and Social Research council in 1999 heard the FE sector described as 'still relatively research-free' (McIntyre and McIntyre, 1999 p27. in Field 2002 p.138.). While those involved in the sector said to have 'agreed that most of the little research into further education had been 'empirical and ad hoc" (ibid p 34). Field says that any such judgement is both 'too simple and overly harsh' (2002 p. 138). The national funding agencies have sponsored an increasing volume of research and development work on pedagogic issues and the sector's leaders increasingly pay at least lip service to the importance of understanding more about its function at the micro and macro levels. This may however be of little use to the staff in their professional project.

There is still relatively little to be found in most mainstream education journals. While Fe has had a much higher profile in the past twelve years there is still a lack of material which is practitioner based, concentrates on the training of in-service staff and is longitudinal.

The intellectual community's lack of interest in F.E. represents a class position and a dislike for V.E.T. It continues the old academic – vocational divide of gentlemen versus players. F.E. badly needs a critical defence. While the L.S.D.A seeks to develop research capacity amongst F.E. lecturers this research is located within an evidence-based paradigm focused on pedagogical practice rather than their political position or a critical look at the implementation of policy.

Appendix D.

Table 3. List of some of the initiatives which could have affected FE staff.

Date	Title	Organisation creating the initiative.	Who it effects:
1996	'Framework for a Learning Society,'	Conservative Government.	All staff and students.
1996	'Identifying and Addressing Needs, A Practical Guide'	Further Education. Funding Council.	
1996	'Learning Works, (Kennedy Report),'	F.E.F.C.	All teachers.
1997	'Inclusive Learning; Principles and Recommendations; A Summary of the Findings of the learning Difficulties and / or Disabilities Committee'.	Further Education Funding Council,	
1998	The Learning Age: A Renaissance for New Britain,' (Green Paper CM3790),	D.f.E.E.,	
1998	'Raising the Standards: Guidelines for Self-assessment and Inspection of Government – Funded Training.	Training Standards Council, Government –Funded Training.	Vocational courses.
1998.	' Learning to Succeed : School Sixth Form Funding'.	D.f.E.E.,	

1999	'The Learning and Skills Council Prospectus. Learning to Succeed.'	DfEE	
1999	'Qualifying for Success. Changes to the post-16 curriculum, a guide for parents.'	D. f. E. E.,	
1999.	'Professional development in Further Education : National Report from the Inspectorate 1998-99,'	F.E.F.C., Further Education : National Report from the Inspectorate 1998-99,'	
2000/ 1	Circular,' Arrangements for Students with Learning Difficulties and /or Disabilities Requiring Provision in 2000/01.'	F.E.F.C.,	All SLDD students and their teachers or LSDs.
2004	'Equipping Our Teachers For The Future: Reforming Initial Teacher Training for the Learning and Skills Sector, London.'	DfES,	All teaching staff plus teacher trainers.
2005	National Standards for Leadership and Management in post compulsory the learning and skills sector,'	LLUK.	Managers
2005	Teaching and Supporting Learning in Further Education. Meeting the FENTO Standards.	FENTO	Teachers and trainers.

2007	'Success for All. Initial Teacher Training –making the reforms happen.	D.f.,E.S., (L.S.S.).	Teachers and trainers.
2007	'Further Education Workforce Reforms. Explaining Initial Teacher Education, Continuing Professional Development and Principals' Qualifications in England.'	Lifelong Learning UK.	Teachers and trainers.
2007	'New overarching professional standards for teachers, tutors and trainers on the lifelong learning sector.'	Lifelong Learning UK.	Teachers and trainers.

Appendix E.

Table 4.	
Documents Analysed from the Case Study Colleges.	
Case Study 1	Use made of these
Field notes from meetings	The get a flavour of the official discourse and the rules and regulations of the college. To see staff in a different setting.
Prospectus 1996	Official discourse of college and public image
1997	Official discourse of college and public image
1998	Official discourse of college and public image
1999	Official discourse of college and public image
2000	Official discourse of college and public image
Staff handbook	Rules and regulations for staff and public image
Staff training session notes	Official discourse of college plus priorities for management and staff.
Staff training hand outs	Official discourse of college plus priorities for management and staff.
FEFC Inspection Report	The FEFC version of reality
Self evaluation reports	Official discourse of college plus priorities for management and staff
Student handbooks	How college ants the student to see them and expectations of behaviour etc. and public image
OfSTED Reports	The OfSTED version of reality
FEDA Management training session notes	To establish the official version and discourse of management in FE
SKILL session notes	To see a country wide approach to mental health issues in colleges. e. g. good practice
Student's SEN assessments	To see the range of problems students were presenting with and the college response.
Student's withdrawal forms	To try to work out why the college lost students and find a solution.
Case Study 2	
Field notes from meetings	The get a flavour of the official discourse and the rules and regulations of the college. To see staff in a different setting.
Prospectuses 2001	Official discourse of college, as it presents itself to others

2002	Official discourse of college and public image
2003	Official discourse of college and public image
2004	Official discourse of college and public image
2005	Official discourse of college and public image
2006	Official discourse of college and public image
Staff handbook	Rules and regulations for staff
Staff training handouts	Official discourse of college plus priorities for management and staff.
Notes from staff training sessions	Official discourse of college plus priorities for management and staff.
Students handbooks	How college ants the student to see them and expectations of behaviour etc. and public image
QCA Inspection report	To see the QCA view of the department and it's provision.
FENTO session notes	To confirm the government agenda
OFSTED Report	To see the OfSTED version of what the college is like.
Student ITT assignments	To get a wider picture of their work and discourse in their own work places
Course handbooks	To establish the contents of ITT and other courses and public image.
Case Study 3.	
Prospectuses. 2002	Official discourse of college and public image.
2003	Official discourse of college and public image
2004	Official discourse of college and public image
2005	Official discourse of college and public image
2006	Official discourse of college and public image
2007	Official discourse of college and public image
2008	Official discourse of college and public image
2009	Official discourse of college and public image
2010	Official discourse of college and public image
OFSTED Reports	The OfSTED version of reality
Course handbooks	To establish the contents of ITT and other courses and public image.

Appendix F. The Findings from the Interviews.

The results of the interviews showing the emergent categories and responses. (Key below)

Name	Role	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p
1. Brenda	Lecturer in SEN	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
2. Bethan	Lecturer in SEN	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
3 Thom	Lecturer in SEN	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
4. Wayne	Lecturer in SEN	/	/	/	/		/	/	/	/	/		/	/	/	/	/
5. Liz	L. S. A. in SEN	/	/	/	/	/		/			/	/	/	/	/	/	/
6. Jane	L. S. A. in SEN	/	/	/	/	/	/	/			/	/	/	/	/	/	/
7. Gill	L. S. A. in SEN	/	/	/	/	/	/	/			/		/	/	/	/	/

8. Joan	SENCo	/	/	/	/	/	/	/	/	/		/	/			/	/
9. Maria	Beauty Therapy lecturer	/	/	/	/	/	/	/	/	/	/		/	/	/	/	/
10. Pat	Hairdressing lecturer	/	/	/	/	/	/	/	/	/	/		/	/	/	/	/
11. Lynne	Counsellor/counselling lecturer.	/	/	/	/	/		/	/	/	/		/	/	/	/	/
		a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p
12. Jo	Lecturer/ middle Manager (Adult ed.)	/	/	/	/	/		/		/	/	/	/	/		/	/
13. Denise	Lecturer/middle Manager (Higher ed.)	/	/	/	/	/		/	/	/	/		/		/	/	/
14. Pat	Middle-Manager (staff training/quality).	/	/	/	/	/		/		/	/	/	/		/	/	/

15. Jill	Lecturer/middle manager in tutorial provision	/	/	/	/	/	/	/		/	/	/	/	/		/	/
16. Joy	Lecturer in NNEB	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
17. Sheila	Lecturer in H. and S.C.	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
18. Jenny	Lecturer in hairdressing	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
19. Jane	Part Time Lecturer Beauty therapy.	/	/	/	/	/	/	/	/	/		/	/	/	/	/	/
20. Sheila	Part Time Lecturer	/	/	/	/	/	/	/	/	/		/	/	/	/	/	/
		a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p
21. Dave	Lecturer & Middle Manager (QualityF3)	/	/	/	/	/		/	/	/	/	/	/		/	/	/

22. Fay	Lecturer in ITT	/	/	/	/	/				/	/	/	/		/	/	/
23. Joyce	Lecturer in ITT	/	/	/	/	/				/	/		/		/	/	/
24. Stella	Lecturer/Middle Manager Tutorial system.	/	/	/	/	/	/	/		/	/	/	/		/	/	/
25. Christine	Senior Manager (Tutorial system.)		/			/	/	/	/	/						/	/
26. Pauline	ITT Lecturer	/	/	/	/	/	/			/	/		/			/	/
27. Chris	ITT Lecturer	/	/	/	/	/	/			/	/		/			/	/
28. Steve	Middle manager/Staff Trainer.	/	/	/	/	/		/		/	/	/	/		/	/	/
29. Paul	A levels Lecturer	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
30. Rose	Counsellor / lecturer	/	/	/	/	/		/	/	/	/	/	/		/	/	/
Total number of Responses.		29	30	29	29	30	18	26	16	27	28	19	29	17	25	30	30.

Focus Group Results		a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p
FOCUS GROUP 1	'Old hands'	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
	New lecturers.	-	+	-	+	+	+	+	+	+	-	-	+	+	-	+	
FOCUS GROUP 2	New lecturers		/		/	/	/	+	+	+	+	-	-	/	-	/	/
FOCUS GROUP 3.	New lecturers		/		/	/	/	+	+	+	+	-	-	+	-	/	/

Key for Focus Group symbols

+ = very strong positive opinion.

/ = generally positive opinion shared by group.

N= negative opinion

Key to Emergent Themes for all Groups:

- a) Problems with management's style : In the literature this would be called New Managerialism..
- b) Concerns about inspection or paper work required. In the literature this is termed the audit state or 'performativity.'
- c) New contracts or increased working hours. In the literature this is called 'intensification of labour.'
- d) Stress or excessive tiredness.
- e) Feelings of being undervalued, this could be termed 'deprofessionalisation' or 'proletarianisation.'
- f) Perceived problems with traditional students.
- g) Perceived problems with the 'new ones'
- h) Problems with other staff.
- j) Concerns about the curriculum either how to teach it or its relevance for the students needs.
- k) Personal Health problems
- l) Fear of redundancy
- m) Felt that they were not properly trained for their post or new responsibilities or the new student intake.
- n) Wanted to change jobs or retire (leave teaching)
- o) Deep commitment to students or being student centred.
- p) Have been threatened or hurt by students.

Appendix G.

The Staff Stress Audit.

I am interested in finding out more about the stress levels of staff in this college, as the media and writers about teaching suggest that it is a problem in most institutions. I do not need your name for this survey but you can come along to talk to me about the issues if you wish.

I promise to keep all the material both confidential and anonymous. I will destroy it after I complete my Doctorate in Education and the only person likely to see it is my research supervisor. I also hope to be able to use the material gained to better support staff in this college.

This should take you no more than 10 minutes to complete and I am very thankful for your time and effort.

Q1. Are you *male (6) or female (23)?* (please circle the appropriate answer).

Q2. How old are you?

20-25 (1), 26-30, 31-35 (1), 36-40 (5), 41-45 (6), 46-50 (11,) 51-55 (3), 56-60 (2), 60-65, over 65.

Q3. Would describe your post as:

Support worker(1), part time lecturer (5), lecturer (14), middle management,4), senior management, administrator (3), other?.....

Q4. How long have you worked in FE?.....*Several said too long (5)*

Varied from one year to twenty two years with a mean at eleven years.....

Q5 Do you enjoy your job? *Yes (26), No, most of the time (27), sometimes (2), rarely.*

Q5. Would you say that you find work related stress a problem? *Yes (25), No, Most of the time (6), sometimes (21), rarely (2).*

Q6. How do you recognise when you are stressed? e.g. headaches, sleep problems, high blood pressure, feeling ill.

Many said back ache or headaches (17), tiredness (22), bad temper (14), several said they cried a lot (8), one said IBS flares up and two said skin problems, one said asthma, two said allergies. One said heart pains.

.....

Q7. When you are stressed what steps do you take to reduce this?

Many said they went shopping, or down the pub or drank at home.

See below.

.....

Q8. Do you find any of the following helpful?

Chocolate (25), alcohol (23), binge eating, exercise (25), long walks(2), listening to music (26), taking a day off (5), sport (7), shopping(23), watching TV(26), reading(12), having a day out or a holiday (14)?

Q9. If you find stress at work a problem then what do you think causes this?

Many said the new contract (18), management (21), student behaviour (26), admin staff (12), the syllabus (9). Having to do the ITT (7), One or two mentioned other specific issues which were personal to them.

.....

Q10. Some people have suggested that they find the following are more stressful than they need to be:

Other colleagues (2), support staff, admin staff (12), the students, students with behavioural problems (26), changes to work routine(18), longer working hours (18), less holidays(18), management (21), bigger class sizes(12), too many deadlines (26), too many meetings (24), too much

time spent on form filling(29), too many changes to the curriculum (13), staff training (17). Inspection (29). (Indicate as many as you wish)

Q11. Have you worked in other settings which were also stressful?

Yes(17), No (6), Yes but they did something about it. More than here. Less than here (19).

Q12. What are the good points about your job?

All mentioned the relationship with students and some colleagues. Most said that they enjoyed teaching and seeing the students learning (22). Many (23) said it was an interesting job which used all of their talents and knowledge.

.....

Q13. Are some parts of the year which are more stressful than others, if so which ones?

All said that the September time was worst and others mentioned exam time. All mentioned inspection times.

.....

Q14. What could be changed to ease this situation?

All wanted more time. Most wanted more respect from management and more trust that they knew how to do their jobs. Several said more pay would help (7)

.....

Q15. Do you have other stressful things in your life outside of your work?
e. g. having to cope with your own difficult teenage children, marital difficulties, having to care for old or sick relatives, personal health problems, unemployment in the family, threat of redundancy, debt problems, other.

All feared their own redundancy. Three had other members of the family unemployed.

Six had teenagers, nine had older parents to care for, four had personal health issues, three had family health issues, Two had marital issue, two had debt problems. Some had multiple issues to cope with at home with only six having no outside issues.

Q16. Have you ever use the college counselling service?

Yes (9), No (20). Five said they had seen me instead.

Q17. Other support services? *Yes (3). No. Prefer not to say (23).*

Q18. Are there any questions I should have asked but did not?

..... Ignored by all

Any other comments*Many said it was about time someone took stress more seriously or a variant of this (17).*

.....

Thank you for your time. Please put your completed questionnaire in the internal post addressed to me. Clare Taylor.

Results.

35 were sent out in named sealed envelopes and of these 29 were returned completed and 2 given back empty. About a dozen people brought them to my office and talked about the situation. Many staff returned them in the envelope I had sent them out and so many were not really confidential.

Appendix H.

Questionnaire for Tutor Managers.

I am doing some research on the tutorial system in my college and would like to know how typical it is of other institutions and would appreciate your help in establishing this. We have met at the Tutorial Good Practice Network and that is where I gained your details.

Your role in your college...**Most were the tutorial manger or coordinators for at least part of the college if not across the college.**

Your gender ? M. F. **4 men and 15 women.**

How is your tutorial system organised? Please tick as many as are relevant.

- a) We only use volunteer tutors.
- b) Every teacher supports their own class.
- c) Every teacher has a set number of tutees, who they also teach.
- d) Every teacher has set number of tutees.
- e) There are staff who only tutor and do not teach.
- f) There are staff who only teach but do not tutor.
- g) Support staff do the tutorial work.
- h) It varies between departments. Please tell me about these variations.....
- i) No real system as such.

This reply varied with at least one response to all the options except for g) but the majority used a system with staff tutoring the people they also teach.

How many tutors do you manage.....**Varied between 12 and 60 with a mean of 25.**

On average how many tutees does each tutor work with.....varied between 15 and 65 with a mean of 28

Does this vary depending on their attitude to tutoring? Yes or No.

While some answered 'yes' the vast majority answered 'no. '(16)

Can some staff opt out of tutoring? Yes or No. 5 answered 'yes' but only in exceptional circumstances.

Do part time staff also act as tutors? Most said 'yes' for substantial part timers

Do part time students have a tutor? Only 3 said yes

How many hours remission from teaching does a tutor get per week, (say per group of 20 students.) This varied between one and three hours but most only got one hour per tutor group..

Who provides support to the tutors?.....The line manager.

Who provides training for tutors?.....Their line manager or staff development officer

How many hours induction does a new tutor get?.....This varied from none to three days with a day as the norm.

How many hours of training will an average tutor get per year.this varied between an hour and a day with most saying two to three hours.

Can you tell me about this training, please?

Most mentioned sessions on changes in the law, OfSTED requirements and changes to form filling or tracking systems. These were usually one off events at the start of the academic year or when OFSTED were due.

Does your college have a student counsellor? ...Yes. No.....15 said that they had the use of a counsellor. 4 did not and all were 6th. Form colleges.

Does your college have a staff counsellor?...Yes. No....Most said 'no' or that the counsellor served both but staff were encouraged to use other outside provision.

Does your college have a nurse?.....Yes. No.....18 said no.

Does your college have advice and guidance workers?...Yes. No. Most said they had some form of advice giving service or used the LEA one.

Does your college have an SEN coordinator? Yes. No. 16 said 'yes.'

Thank you very much for your time. I will be happy to share the results with you if you send me your name and address. Clare.

Appendix I.

Examples of Suggested CPD material for Tutors:

Counselling Skills for Tutors, Lecturers and Teachers.

This course is designed for personal tutors and other helping professionals who work with young people and adults in an educational setting.

Week 1. What is counselling?

A theoretical background to older models especially, Psychodynamic and Freudian and how these have been developed to create Humanistic counselling.

Workshop on 'Active Listening.'

Week 2. A brief introduction to the Humanistic Model.

The legal, ethical and professional constraints on practice.

Workshop on ethical issues.

Individual Tutorials.

Week 3. Tutoring and other roles.

What are tutoring skills? The role of the tutor.

Other professionals and their roles.

When to 'refer your client on' to other professionals.

Individual tutorials.

Work in triads.

Week 4. Where and when to get support for yourself.

The role of a supervisor.

Practice of counselling skills and role taking exercise with observations and feedback by peers.

Individual tutorials.

Week 5. Egan's 'Skilled Helper' Model.

Exercises on childhood and baggage.

Some practical exercises.

Work in triads.

Individual tutorials.

Week 6. The use of elements of Transactional Analysis

Workshop on 'life scripts.'

Individual tutorials

More role play, if time allows.

Week 7. The Role of the College Counsellor.

Visiting speaker to talk about their work.

Role taking and feedback sessions.

Individual tutorials.

Week 8. Brief Therapy.

Doing a Brief Therapy session.

Role taking and feedback

Individual tutorials.

Week 9. Using the narrative as a therapeutic tool.

A visiting speaker to talk about their work in a school with children.

Workshop activity TBA

Individual tutorials.

Week 10. Developing an Eclectic Model for practice.

Drawing it all together.

Unfinished business.

Any remaining observations and queries.

Please note that this is provisional and indicative and so may be amended in content and sequence according to the tutor's judgment or the needs, interests or progress of the students or the availability of guest speakers.

N.B. It will not qualify you as a counsellor but should improve your helping skills and give you enough information to make appropriate professional decisions on when to refer on to other professionals and how you can help and support your students, while keeping yourself safe.

This course will have a strong practical experiential element with part of each session given over to group and individual exercises designed to improve personal self-knowledge and skills to facilitate personal

growth. You are encouraged to work through personal and work related issues as a way of developing your own style, confidence and competence.

N. B. The ability to keep complete confidentiality is a course requirement.

All students will be expected to participate fully in the experiential activities and exercises and there will be a strong element of formative assessment, which will need to be passed in order to pass the complete module. There will be an element of peer assessment and supportive feedback.

All students will need a commitment to praxis and personal growth. Personal emotional risk taking is a part of the package as is a commitment to the ethical code. All students will be expected to participate fully in the experiential activities and exercises and there will be a strong element of formative assessment, which will need to be passed in order to pass the complete module. There will be an element of peer assessment and supportive feedback.

All students will be expected to be fully involved in the role taking exercises and the peer assessment element. Attendance at all sessions will be seen as a measure of the professional commitment of the individual.

Example 2. Mental Health and Education Issues in post -14 provision and F. E.

New Labour has recreated the role of F.E and set a political agenda, which uses education as a tool to overcome social exclusion. This module examines how well F. E and other post 14 provision can meet this aim and how practitioners can better meet the needs of a

variety of students some of whom have emotional or mental health problems.

Week 1. Introduction to the Module.

The Grief Cycle.

Depression and other mood disorders.

Week 2. The 'Inclusion Debate' and changes in general education, especially in F.E. The law and Government policy. The current social and political context.

The historical context of F. E. (technical colleges).

An overview of post 14 provision.

Week 3. The various psychological theories.

Getting support for yourself.

Teaching support.

Week 4. An introduction to counselling and talking therapies.

Recent Government initiatives.

Reading Week.

Week 5. Tutorial support for a range of students.

Training for tutors. Widening Participation and the F.E. targets.
'Link' provision.

The 'new' student population. Forms of S. E. N. in F. E.

Week 6. Asberger's Syndrome and other behavioural conditions

Asberger's Syndrome and other behavioural conditions

Student seminar.

Individual Tutorials.

Week 7. Learning Difficulties and Students with E. B. D., O. C. D.

Student seminar.

Curriculum issues.

Eating disorders.

Week 8. Referral to the College counsellor.

Student seminar.

Talk from a College counsellor about her day-to-day workload.

Week 9. Art and other therapies.

Talk from an Art Therapist about her work with troubled teenagers.

Week 10. Working with outside agencies.

Undiagnosed problems.

More serious long term conditions

Any other issues which students feel need to be included.

Students should be able to discuss the chosen condition and how it will effect the student's progress and how his/her needs will be best met. This should include the creation of an IEP and the role of other professionals in the care program.

Students will be expected to contribute during the sessions and give a seminar of their own choosing (negotiated with the tutor) on a date to be agreed.

The areas to be covered include:

- The 'Inclusion Debate' and changes in general education especially F.E.
- The law and Government policy.
- The current social and political context.
- Learning Difficulties.
- Students with E. B. D.
- Depression.
- Undiagnosed problems.
- Eating disorders.
- Asperger's and other behavioural conditions
- More serious long term conditions.
- Training for tutors.
- Curriculum issues.
- Teaching support.
- Referral to the College counsellor
- Working with outside agencies.
- Getting support for yourself.

Example 3.

Another way forward for FE staff is the use of Action Research either collaboratively with a HE institution or in groups within one college or a cluster of colleges working together.